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do wear tweed
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WHAT SAID SAID
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Heal thyself
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FUTURE STACKS
Librarians
slip their disks
page 46

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FEBRUARY/MARCH
1992
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TALES FROM THE BRIGHT SIDE

At 8:30 A.M. on a mid-December morning, the temperature in the heart of downtown Miami is already well into the eighties, and the narrow, potholed streets have come alive. Unboxed Sony TVs are being peddled straight off the back of a truck. Cocaine-filled plastic baggies are flashed and spandex-clad hips unsubtly waggled. A store window promises instant delivery of a license to carry a concealed weapon.

The modern white buildings of the downtown campus of Miami-Dade Community College rise abruptly out of this *danse macabre* like Alhambra from a junkyard. Palm trees and brilliant green lawns dot the campus. TV screens in the main building report on upcoming basketball games and bookstore best-sellers. Teachers carry stacks of papers to hand back; students gossip about weekend dates as they wait for the elevators.

There is also a mountain of snow at the campus entrance—and therein lies a tale.

Continued on page 20

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Letters to the *Editor*

ZOO STORY

What a splendid article "Blowing the Zoo to Kingdom Come" was (December 1991). Thank you for it. It occurs to me that its author should read one of the least-noticed novels of the eighties, *The Big U,* by Neal Stephenson. I'm sure he hasn't, because the impulse to mention it would surely have been irresistible. As one character says of the residents of a 25-story, 40,000-student dorm called the Plex: "These people are a totally normal cross-section of the population, caught in a giant building that drives them crazy."

John Shelton Reed, *Director, Institute for Research in Social Science, University of North Carolina, Chapel Hill*

In "Blowing the Zoo to Kingdom Come," Paul Keegan makes many valid points about the drawbacks of high-rise dormitories. They are hellish creations, the college world's equivalent of the housing projects that breed so much crime and poverty in the so-called real world.

However, Keegan's argument is marred by his gratuitous, elitist sniping at the discovery—hold the presses!—that some teenagers go to college largely because it beats working at a grocery store. Keegan harrumphs that, when he enrolled at the University of New Hampshire in 1976, "any high school bozo in the top 40 percent of his class was automatically admitted to the state university."

Ten years before brother Keegan graced the halls of New Hampshire academe, I was in the bottom 40 percent of my high school class in Massachusetts, which fortunately did not automatically consign confused, underachieving seventeen-year-olds to some educational junk heap and deem us suitable only for grocery store work.

Instead, Massachusetts's admission policy gave me a chance to attend the University of Massachusetts at Boston. It took me six years to graduate, but I have since made a career in journalism and public relations, published two books, and even taught journalism in college. I am grateful for that education, and hope that our country will continue to keep college doors open to large numbers of people.

Mark O'Brien, *Pensacola, Florida*

NOSTRA CULPA

If there is anything in your interesting article "Dead Sea Squabbles" (December 1991) with which all sides in the Dead Sea Scrolls controversy can take issue, it is the false statement that Emanuel Tov of the Hebrew University "has published little." His CV lists eight books and one in press, not to mention the eight he has edited and the three more of those in press. With eighty-seven scholarly articles and thirty-three reviews, I would like to know what you consider to be a scholar who publishes "much"?

Tov was selected to head the publication team for the Dead Sea Scrolls precisely because of his record as a productive scholar and his ability to get things out. A journal like yours, if it hopes to have any real credibility, will have to avoid besmirching senior scholars of high caliber.

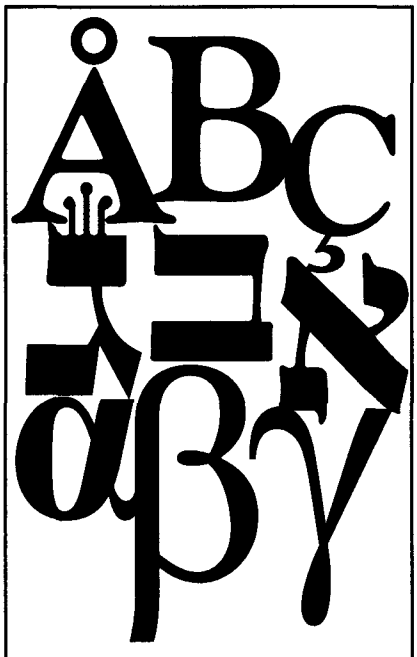
Lawrence H. Schiffman, *Professor of Hebrew and Judaic Studies, New York University*

EDITORS' NOTE: The characterization of Emanuel Tov as having "published little" was due to an editorial error. We apologize.

THOMAS UNBOUND

A few words in response to Bill Wyman's "Dissing Dido" (December, 1991) on the elections in the American Philological Association, a title he finds "slightly antique." If he looked the central word up he would find descriptions such as "fond of discussion and argument," "studious of words," "fond of learning and literature," and "literary." Somewhere at the heart of the term is a notion of respect for truth and for facts, a notion from which Wyman seems at times slightly alienated.

Continued on page 54



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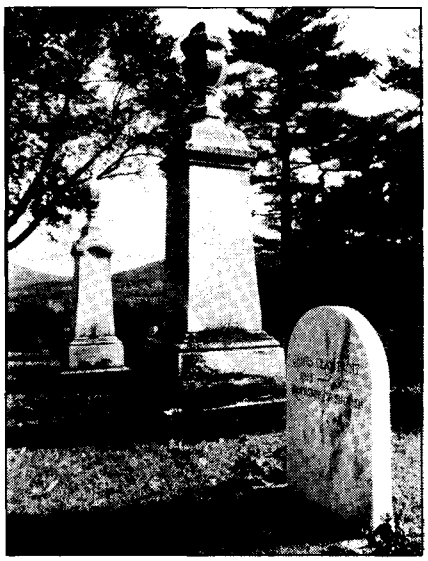
Field *Notes*

PUBLISH, YOU MAY— BUT PERISH, YOU MUST

SO YOU'VE JUST NEGOTIATED the contract for your first tenure-track job, and you think you've covered all the salient points: sabbaticals, parental leaves, health insurance. But did you bother to ask how your university will accommodate you after you're dead? Is yours the kind of employer who thinks tenure no longer applies once you've shuffled off this mortal coil?

If you happen to be dealing with one of the handful of schools that set up faculty cemeteries in the nineteenth century, you needn't worry. Tenured professors at these institutions—including Hamilton, Colgate, Williams, and the University of Virginia—are entitled to burial on campus, a perk that allows them to spend eternity with colleagues they could have sworn they'd spent an eternity with already. "The cemetery is perhaps the most enduring benefit a college can provide its faculty and staff," says James Kolesar, director of public information at Williams College, "since it lasts till the end of time."

Some campus burial grounds are open not only to faculty, administrators, and trustees but to selected alumni—especially those who've been generous in their lifetimes. "I think it will be a big boost when we enter our next capital fund drive," says Leigh Middleditch Jr., chairman of the cemetery committee at the University of Virginia, speaking of a new extension to the full-up burial ground on the Charlottesville campus. The evocatively named Middleditch attended UVA as an undergraduate and a law student and always planned to return there in the end. "I wanted to be buried at the university cemetery," he says, "and there was no room." So in 1989 Middleditch came up with the idea of adding a columbarium, a sepulchral wall housing 360 vaults for burial urns, which cost $1,400 each. More than half of the units have been built and 55 UVA loyalists have called in their reservations.



Williams College Cemetery

But plush digs for deep-pocketed alumni aren't, apparently, what the founders of college cemeteries had in mind. One of their earliest missions was to bury students who died while in college and professors who had outlived their meager resources. Kolesar says the Williams cemetery "contains some students from days long ago when it was considered too expensive to send remains to a distant hometown." The

COMING OF AGE IN ATLANTIC CITY

WE WERE AT FIRST STARTLED TO LEARN THAT THE MISS AMERICA PAGEANT WAS THE LEADing source of scholarships for women college students. But perhaps we have underestimated the feminist credentials of the pageant. For example, it turns out that Leonard Horn, the New Jersey lawyer who runs what is now called a "scholarship pageant," finds the swimsuit competition an unpleasant necessity. "Personally, I find it difficult to rationalize putting young, intelligent college women in a swimsuit and high heel shoes," he told the *Washington Post*. But not too difficult: Linking "fitness" with a bodacious bod, he explained, "If you're looking for a role model, you can't have somebody who is not physically fit." And then as if to clinch the issue, he added: "Margaret Mead was a good role model, but she may not have looked good in a swimsuit."

And how would Margaret Mead have looked in a swimsuit? Perhaps next year's pageant will take up that question in its hard-hitting "spontaneous" interviews with the finalists, though we would have liked to have had last year's Miss Nebraska take that one on. Her major: Women's Studies.

—R. J. Lambrose

Margaret Mead

Carolyn Sapp, Miss America

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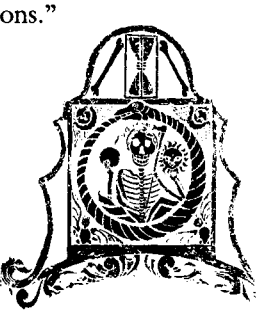
Field *Notes*

Massachusetts college seems to have remained true to the spirit of burying its own where they fell: Plots in the campus cemetery—which was designed in the 1850s by Frederick Law Olmsted's firm—are still free to faculty, librarians, administrative officers, and trustees, as well as spouses and unmarried children.

On twentieth-century campuses, scarce land is more likely to be set aside for parking lots than for final resting places. "I think this would have been an early nineteenth-century phenomenon and one confined mostly to rural, isolated colleges, where there might not even have been a town burying ground," says historian David Charles Sloane, author of the forthcoming book *The Last Great Necessity: Cemeteries in American History*. "They would reflect a sense, which was quite strong in the early nineteenth century, of the college as a very tight, almost closed community." (Sloane himself grew up on the grounds of a Syracuse, New York, cemetery, which his father supervised.)

Faculty graveyards may evoke the image of shabbily genteel bachelor scholars living and dying in fusty proximity. But their appeal isn't moribund. Many of the college cemeteries are lovely, bosky places, tidily maintained and often perched atop hills. Kolesar says that when he strolled through the Williams cemetery recently he was surprised to see stones etched with the names and birth dates of living emeritus faculty whose spouses have already been interred. As *American Cemetery* magazine pointed out in a fulsome review of the Williams graveyard a few years back, an on-campus cemetery "anchors the school in tradition, and perhaps reminds the college's young scholars of their eventual destinations."



HORTON HEARS A WHOM

THEY DON'T CHARGE BY the minute via 900 numbers; they don't take out ads featuring wet-lipped young women or gleaming hunks of beefcake. But they're out there, standing by, eager to greet isolated, insecure callers and satisfy their needs over the telephone line.

Their *grammatical* needs, that is. The current *Grammar Hotline Directory* lists sixty-one of them—most run by colleges and universities as community services. Grammar hotlines provide callers with free, quick, well-informed answers to pesky questions about subject-verb agreement, the proper deployment of colons, the use of "whom" instead of "who," the punctuation of plural possessives, and so on.

At Northeastern University's hotline in Boston, English professors volunteer for rotating shifts—usually their office hours—during which they must answer questions from grammatically challenged strangers. Most callers are businesspeople who read about these telephonic style councils in professional newsletters and squirrel away their phone numbers in anticipation of grammatical crises.

"One of our other regular clients is the federal government, I'm pleased to say, or sad to say—I'm not sure which," says English professor Stuart Peterfreund, who set up the Northeastern hotline in 1982. "What happens is that someone trained at the Katherine Gibbs or junior-college level has gotten stressed out dealing with the writing of a superior. In these cases the hotline is a form of complaint resolution between bosses, who have a lot of power but not much stylistic sense, and their secretaries or amanuenses, who have a good deal less power and a good deal more stylistic sense."

> ***"There's real concern for correct usage among people who aren't the watchdogs of the language."***

Just as H&R Block does most of its business around tax time, so the grammar hotlines are hottest during the months when companies are producing their annual reports. In slower periods, Donna Reiss,

GLATT KOSHER

IF SUDDEN AND NE'ER-REPEATED BURSTS OF STUDENT genius have the security guard in you hunting down a promising academic antitheft device, you might look into a new software venture called Glatt Plagiarism Services. Developed by Barbara Glatt, a former writing instructor at the University of Illinois, the software package promises to spot 98 percent of term-paper plagiarism.

The program works by taking a sample of a student's composition and replacing every fifth word with a blank. The student is then asked to fill in those blanks, and the results are run through a series of statistical tests that measure the number of errors, the time taken to complete the exam, and "various other factors." Teachers can choose from the Glatt Plagiarism Teaching Program, a tutorial that includes self-testing ($250), or the Glatt Plagiarism Screening Program (also $250). And all of it guaranteed, presumably, to detect any plagiarist not blessed with a photographic memory. "O brave new world, ___ has such people in ___."

—R. J. Lambrose

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director of the Writing Center at Tidewater Community College in Virginia Beach, says she is often asked to settle grammatical bets: "They'll call and put me on two lines so whoever is going to be buying lunch can hear the answer from the authority." Peterfreund tells of a hotline regular he calls the Bag Lady of the Muses, who recites bad poetry over the phone, under the pretext of posing a grammatical question.

The popularity of the hotlines—one fields as many as 200 calls a week—suggests that the replacement of the old primers with user-friendly pedagogy has neither taught people the difference between "which" and "that" nor led them to give up the quest. Mary Bruder, director of the Coalition for the Advancement of Literacy, in Pittsburgh, and the sole staffer of its grammar hotline, says her assistance is needed "because grammar hasn't been taught in public schools in the last twenty years. There's a whole generation that doesn't know grammar. But they do care, and they want to know."

"There's real concern for correct usage among people who aren't the watchdogs of the language," Reiss concurs, noting that several regular callers eventually decided to sharpen their skills by enrolling in one of Tidewater's writing courses. But Peterfreund adds that he's alarmed by the submissiveness of some callers: "They give a lot of credence to the idea of a final arbiter—a number they can call to get an authoritative answer. They tend to be self-effacing, even proleptic, about their own abilities. One feels almost like a clergyman—they're bringing their word, lowercase *w*, to your Word, capital *W*."

In the beginning was the Word; in the end is the Number—(617) 437-2512 for Northeastern's hotline; (804) 427-7170 for Tidewater's; (412) 344-9759 for the one run by the Coalition for the Advancement of Literacy. Peterfreund, who says he founded the first grammar hotline in 1977 at the University of Arkansas, has since been approached by several entrepreneurs hoping to establish a profit-generating version of the service. Its number, of course, would be 1(900) 472-6627—or 1(900) GRAMMAR.

—Paul Elie

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Field *Notes*

STAND UP FOR THEIR RIGHTS

DEATH SQUADS ASSASSINATE TWO ARCHITECTURE STUdents at Guatemala's University of San Carlos and threaten to do the same to leaders of the national student association. The government of Tanzania summarily dimisses from their posts at the University of Dar es Salaam a vice-chancellor and three professors who've made nuisances of themselves defending the school's autonomy. Riot police at the University of Zimbabwe use tear gas and batons to crush student protests against a law sanctioning government interference in campus matters.

Persecuted writers have long had PEN to defend them...

For a new organization called the Committee for International Academic Freedom, these are the kinds of abuses that shape a mandate. Founded in December 1991, under the auspices of Human Rights Watch, the committee aims to protect students and professors in countries where unfettered thinking can be fatal—chiefly by petitioning governments on their behalf. Eleven college presidents, including Hanna Gray of Chicago, Neil Rudenstine of Harvard, Benno Schmidt of Yale, and Jonathan Fanton of the New School, are among the committee's founding members, as are former dissidents Yuri Orlov and Fang Lizhi.

Persecuted writers around the world have long had the international organization PEN to defend them—or at least to pump out letters about them. And menaced reporters have their own group, the Committee to Protect Journalists, on their side. But until now, academics could claim no comparable form of advocacy. Gara LaMarche, the new committee's director, acknowledges that its work will often overlap with that of PEN, since "in many parts of the world, the divisions between writer and scholar aren't as neat as they are here." But he says his group will also respond to crackdowns on student leaders, a category PEN generally considers beyond its purview.

...but until now, academics had no comparable group.

For more information, write or call: Committee for International Academic Freedom, 485 Fifth Avenue, New York, NY 10017; (212) 972-8400.

BLACK LIKE ME

LAST HALLOWEEN, TWO Harvard Medical School students decided to dress up as Clarence Thomas and Anita Hill. It was shortly after the Senate hearings, and the newly confirmed associate justice and his accuser had inspired some of the trendiest costumes going. But John McHugh and Lisa Murphy's holiday fashion statement was lacking one thing: the correct skin color. The two white students figured that if McHugh merely wore judicial robes and Murphy a crisp, blue suit, no one would know who they were. To bring it off, they had to black it up.

Several minority colleagues at the party that night, however, didn't agree. They found Murphy's and McHugh's costumes about as tasteful as Klan hoods. One friend, a black woman, patiently explained what was offensive about blackface. Another student, Maurice Sholas, got visibly upset. One of only two black men in the med school's first-year class, Sholas was dressed as a flasher. He demanded that Murphy and McHugh leave, knocking McHugh's beer out of his hand and reportedly storming off to tell a nearby campus police officer that he was on the verge of assaulting two people at the party.

Sholas returned half an hour later and allegedly did just that. Finding Murphy and McHugh still in blackface, he gave McHugh a roundhouse punch in the face. The police officer on hand intervened immediately, but the altercation left McHugh with seventeen stitches above one eye and an eyelid swollen shut. Because a police officer witnessed and reported the attack, the district attorney is now prosecuting Sholas for criminal assault, with a trial date set for early April. Murphy and McHugh say the medical school has pushed them to have the charges dropped, which they refuse to do.

The brawl—surely one of the more peculiar reverberations of the Thomas hearings—has split the medical school into warring camps and, like many of the dicier cases of racial harassment on campus these days, left administrators in a no-win situation. Minority student groups have held closed-door meetings to discuss the case, while nonminority students accuse them of trying to polarize the Harvard community. The ripples have even reached Harvard Law School: Charles Ogletree (who advised Anita Hill) has given legal advice to Sholas, and Alan Dershowitz has expressed an interest in helping Murphy and McHugh.

"He knows he was wrong," says Sholas's lawyer, Willie Davis, "but he was deeply offended and his rage is understandable under the circumstances." Sholas declined to speak with reporters, but his telephone answering machine carried a message that seemed less repentant: "In the words of an old Negro spiritual, remember that if you can't bear no crosses, you can't wear no crown."

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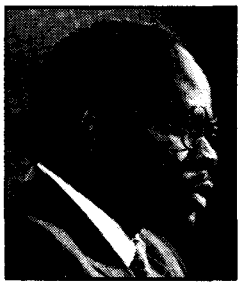
In early January, two weeks after the story broke in the Boston media, Harvard announced a plan of action. The one-year suspension that a disciplinary committee had recommended for Sholas was commuted to two years probation, along with counseling and twenty hours a month of community service with victims of violence. The circumstances "did not make it right for him to strike and injure a fellow student," Dean of the Medical School Daniel Tosteson wrote in a January 8 letter to the school. "However, I recognize that he acted in rage."



Clarence Thomas

The medical school defended Murphy and McHugh's right to dress as they want to—"Their behavior," Dean Tosteson wrote, "should be compared with that of others who attended the Halloween party made up as Senator Edward Kennedy and Mary Jo Kopechne, or as Long Dong Silver ... or a 'flasher.'" But the review committee declared itself "appalled at their insensitivity to the feelings of their black classmates" and urged that Murphy and McHugh develop "a syllabus and bibliography on medicine in a multi-ethnic society for their own education and that of their classmates."

Anita Hill

What no one has answered, however, is the question of whether whites who impersonate blacks automatically situate themselves in the tradition of the minstrel show. Murphy and McHugh argue that they were simply lampooning public figures who had just been in the news. Moreover, although they say they were ignorant of the invidious history of blackface—Murphy, a Rhodes scholar, even claims she had never heard of Al Jolson's blackface routine or of Amos 'n' Andy—they prefer to place their costumes in the more recent tradition of interracial impersonations (as practiced by comedians such as Eddie Murphy, Billy Crystal, and Tracey Ullman). In any case, Lisa Murphy says, "given the choice again, I would not have worn the makeup with the costume."

—David Wright

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REED SCREED

REED COLLEGE HAS BEEN called the Harvard of the West, the Northwest's best kept secret, the jewel of Oregon. Last fall, however, the small liberal arts college in Portland had a few new epithets tossed its way: "a deeply troubled institution," in the midst of "a current malaise" and with "an extraordinary depth of dispiritedness."

These harsh assessments came from a team of consultants hired by the college's own trustees to take a close look at Reed when its president, Jim Powell, resigned last June after less than three years in office.

The trustees had asked for a bit of direction, some clues to the brevity of Powell's tenure, maybe some hints on finding a new face for the college's helm. They got that and more—in the form of a scathing indictment of Reed's mission, its governance structure, its handling of student affairs, its curriculum, and its faculty culture. The consultants hit on just about everything, in other words, but the seasonal affective disorder (SAD) that tends to afflict sun-starved students in bleary Portland.

The consultants—Robert H. Atwell, president of the American Council on Education; Elizabeth McKinsey, provost of Carleton College in Northfield, Minnesota; and Stephen S. Weiner, executive director of the Western Association of Schools and Colleges—spent less than seventy-two hours on campus before arriving at their diagnosis of Reed's "underlying pathology." Its symptoms, they say, include:

- A student attrition rate that would be "viewed with horror at any other selective liberal arts college" and that the consultants attribute to Reed's general "sink-or-swim" attitude toward student success (60 to 65% of its students graduate within six years—compared with 90% within five years at the eleven elite colleges recently surveyed by the Consortium on Financing Higher Education).
- "Internal warfare" among Reed faculty.
- A "Eurocentric" curriculum and a lack of diversity in faculty, staff, and student body, which render it "out of touch with the demographic, political, and economic realities of 1990s America."

This last criticism hits Reedies where they live, for the college has always been known as an avant-garde institution that eschews the traditional trappings of undergraduate life. Reed has no football team, no fraternities or sororities, and, in lieu of an annual homecoming celebration, stages a champagne-soaked "thesis parade." It's a college focused on undergraduate learning but structured like a graduate school.

Reed's Bergmanesque intensity and solicitude for the cerebral has yielded impressive results—the school has an astoundingly high number of Rhodes scholars and a large proportion of graduates who go on to earn doctorates. But the consultants said over-attention to the intellect

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has meant a neglect of the "whole person" at Reed—a scorning of student services as "neo-nannyism," for example—and a failure to enact policies on drugs, plagiarism, and sexual harassment.

The report quickly became a bone of contention on campus. A faculty committee dismissed the findings, charging that the consultants had blamed the professoriat for the administration's failings. "What is most remarkable about the consultants' report," they said in a statement, "is its absolute and unremitting hostility for Reed College both past and present, above all to its Faculty." The consultants misunderstood the college, the professors charged, and were calling for wholesale departure from the way Reed had operated since its inception.

Even the chairman of the trustees, the board that requested the report in the first place, aired some doubts about the value of the study: "Reed is a complex and extraordinary place," wrote Don Frisbee in a statement to the campus community, "and certainly not one which becomes easily known in the course of a two-and-a-half-day visit." And the entire faculty passed a resolution dismissing the report as a blueprint for revamping the college.

As the search for Reed's new president continues, the most important lesson of the consultants' report may be this: Be careful what you ask for. You just might get it.

—Thomas J. Meyer

MONEY CHANGES EVERYTHING

BLAME IT ON DONALD Trump, slapping his name over all he surveys, or those corporate logos on PBS that now look suspiciously like commercials, but discreet philanthropists are as scarce as hen's teeth these days. Maybe that's what the regents of the University of California, Berkeley, were thinking of when they voted last November to rename Berkeley's Lowie Museum of Anthropology after Phoebe Apperson Hearst. The rechristening was apparently a bid to make the Lowie Museum a sentimental favorite for Hearst munificence: Museum director Burton Benedict says he thinks the Hearst Foundation will come forth with much-needed cash when the name of Robert Lowie—an eminent Berkeley anthropologist who died in 1957—is dropped and replaced with that of the Hearst matriarch.

"The reason for the name change is that we needed to get some support for the museum," says Benedict. "One doesn't like to do this, but the stakes are very high and my first priority is to preserve the collection." The Lowie has no endowment and receives just $2,000 for exhibitions and $1,500 for acquisitions each year, according to Benedict. Last December the Hearst Foundation made an initial bequest of $76,000, which Benedict says will be used to assess conservation needs. "We don't have the [larger] donation absolutely nailed down," says Benedict, who declined to discuss its dollar amount, "but I'm optimistic." (The Lowie will officially become the Phoebe Apperson Hearst Museum of Anthropology in April.)

Some Berkeley anthropologists, however, find the whiff of quid pro quo a little rank and the demotion of one of their own downright insulting. "It promotes the principle of buying recognition," says professor Laura Nader, one of several Berkeley faculty who circulated a protest statement at the American Anthropological Association convention last November. "It's tacky," says anthropologist William Shack, "and not in keeping with the way a university should handle such matters." His colleague, professor Gerald Berreman, wonders what's next: "Tearing down [Berkeley landmark] Sather Gate and replacing it with the golden arches, so we can get some money from McDonald's?... It's a slap in the face of the profession."

What's next: replacing Sather Gate with the golden arches, so Berkeley can get money from McDonald's?

But Benedict contends that Lowie never had much to do with the museum and gave most of his own collection to the American Museum of Natural History in New York City, while Phoebe Apperson Hearst, a turn-of-the-century philanthropist and the mother of newspaper magnate William Randolph Hearst, gave generously to both the Berkeley museum and the anthropology department in its early years. Hearst brought the distinguished anthropologist Alfred Kroeber to the department and financed the research expeditions that established the core of the Lowie's collection, which is particularly strong in Native American artifacts.

One solution might have been to name just a part of the museum in honor of the donor, a stratagem perfected by a number of private schools trawling for new funds. Benedict says he suggested naming an exhibition hall after Hearst while keeping the Lowie imprimatur for the museum itelf. But the foundation, he says, didn't bite.

Phoebe Hearst herself, though, might gladly have accepted the exhibition hall. Before she died in 1919, she declined an offer from the UC regents to name the museum after her, saying there were already enough buildings on campus bearing the Hearst name.

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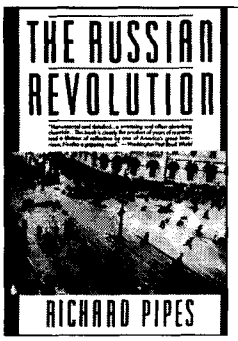

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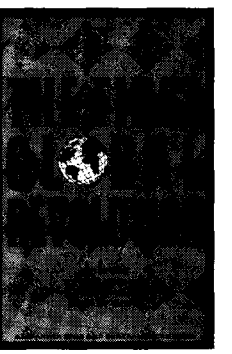

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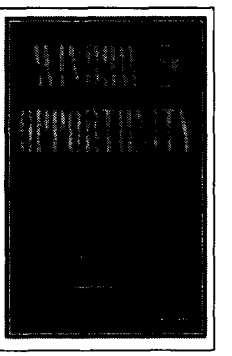

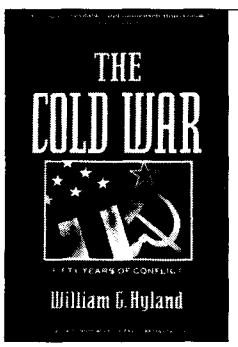

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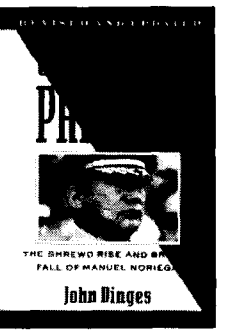

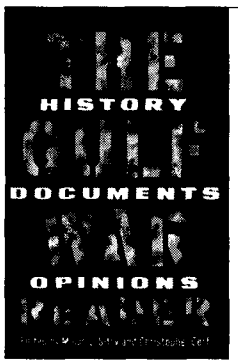

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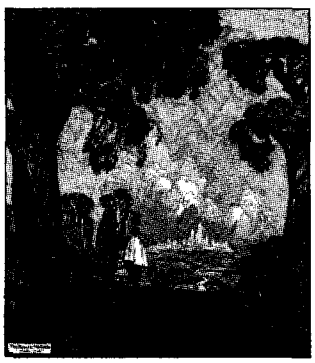
THE BEST OF ALL POSSIBLE WORLDS

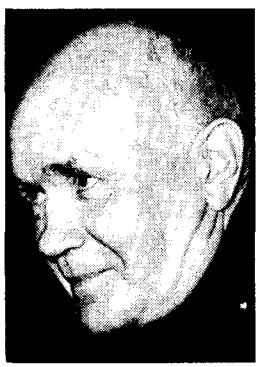


Just when you thought those zany social experiments known as utopias and communes had been consigned to history's capacious dustbin, along comes Syracuse University Press with a series that shakes them back out. *Utopianism and Communitarianism* may be the first U.S. list devoted to scholarship on the subjects, but the press is also reissuing out-of-print editions of utopian literature. Last December it published *Unveiling A Parallel*, a satiric travelogue written in 1893 by two upper-middle-class matrons from Cedar Rapids, Iowa; the authors fly a stolid Mr. Bridge type to Mars, where to his disgust—and his creators' apparent glee—women drink, inhale valerian fumes, visit male prostitutes and otherwise disport themselves in a manner alien to Iowan hausfraus.

"There's been a lot of utopia-bashing going on in the past few years. The quintessential utopianist has become Pol Pot or Jim Jones," says Jonathan Beecher, author of *Charles Fourier: The Visionary and His World* (University of California, 1986) and a series adviser. "But utopias are attractive because they're an expression of the social imagination. If we don't have a social imagination, we're stuck."

Feminist utopias—one recent bibliography identifies some 264 of them in the United States alone, dating back to 1824—"are at the moment where the best scholarship [in utopian studies] is," says Lyman Tower Sargent, a University of Missouri political scientist and one of the series' two editors. Syracuse has already published *Women, Family and Utopia: Communal Experiments of the Shakers, the Oneida Community and the Mormons* by Lawrence Foster, a historian at the Georgia Institute of Technology, and *The Concept of Utopia* by University of Bristol sociologist Ruth Levitas. In the pipeline is a study of Modern Times, a nineteenth-century anarchist and feminist community on Long Island, New York. The book was the dissertation of Roger Wunderlich, a history professor at the State University of New York at Stonybrook who received his Ph.D. six years ago at the age of 71.

GUNS N' ROSES



REUTERS/BETTMANN NEWSPHOTOS

Jean Genet

Six years after its author's death from cancer and its first French printing, Jean Genet's last book, *Un Captif amoureux*, will make its U.S. debut in late April. But this not-so-straightforward account of the writer's 1970–1972 Palestinian sojourn (elliptic and disjointed, it reads more like meditations on desire and revolution in a Middle Eastern key) will not appear under the imprint formerly reserved for Genet books, Grove Weidenfeld. Instead, Wesleyan University Press and the University Press of New England will put out the English translation under the bodice-ripping title *Prisoner of Love*.

Wesleyan editor Terry Cochran says he'd coveted the book ever since he heard Edward Said give a talk on it in 1989, just after *Prisoner of Love* came out in England. Cochran didn't try to acquire it, however, until the 1990 Modern Language Association convention in Chicago. "It just so happened that my booth was across the aisle from Grove, so I asked them why they weren't doing it," Cochran recalls. "'We just felt it wasn't of the quality of his other works.' That was what they told me."

Fred Jordan, editor-in-chief at Grove at the time and now the chairman of Pantheon, says Grove refused the book neither on the grounds of quality nor because of its potentially controversial subject matter. He says the press offered the Genet estate's British agent $15,000 for the book in 1986, "the highest amount we'd ever offered for any book of Jean Genet." The agent, Joanna Marston, turned down the bid, and Grove declined to go higher. "I didn't expect to have a paperback sale," says Jordan. "Genet is primarily sold in colleges, and this was not likely to be one of the titles adopted for course use." Jordan felt that the press's difficulty in classifying the book—was it politics or poetics, journalism or autobiography?—presaged the difficulties of marketing it.

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"The American publishing world is one which makes a very clean distinction between aesthetics and politics," agrees Cochran, who says he paid slightly more than $15,000 for the book and its introduction, which is by Edmund White, the author of a biography of Genet forthcoming from Knopf. "But I think the book should be positioned in both." Cochran says he is planning a paperback run for the book.

One knot Cochran has yet to unravel involves the translator's prefatory note in the British edition. In it, translator Barbara Bray outlines her suspicion that the manuscript she worked from was incomplete. Genet died just before the book went to press, and "possible errors of transcription," wrote Bray, "both from the original manuscript and from such proofs as Genet lived long enough to correct, could not be decisively checked."

But Genet's editor at Editions Gallimard, Laurent Boyer, thinks Bray's misgivings may stem from an inadequate grasp of the book's fragmentary nature. "[Genet] conceived the book like a 'puzzle,' mixing places, periods, notes written as direct reportage, recollections transformed by memory, reflections, and personal feelings," Boyer wrote in a letter to Marston. "His intention was to write a literary and poetic work, rather than a rhetorical or political work."

Bray does not want to retract or amend her remarks; Cochran, who at press time was still negotiating a solution acceptable to everyone, now plans to publish a rebuttal by Boyer along with Bray's note.

WORD TO YOUR GRADUATE STUDENT

Dilatory scholars beware: William G. Bowen, the head of the Mellon Foundation, and Neil L. Rudenstine, the president of Harvard have teamed up to deliver a swift kick in your pants. In *In Pursuit of the Ph.D.,* published in February by Princeton University Press, Bowen and Rudenstine take on graduate education (something they say few researchers do, if only because "the trauma associated with pursuit of the Ph.D. ... discouraged many scholars from returning to such a personally painful subject"), and conclude that one out of every two humanities grad students will drop out of school and that those who don't will take an average of eight years to complete the Big Diss. These sobering stats follow up Bowen's much-ballyhooed 1989 report, in which he predicted a dearth of humanities faculty in the 1990s (if not the recession that would preclude gainful employment for those there were).

More significant, however, is the 1992 study's call for shifts in governmental and foundation aid to graduate students. "A more promising approach at this juncture might be to offer a larger number of generous entry-level awards, initially providing just one year of support," write Bowen and Rudenstine. "This approach would ... encourage able students to begin graduate study, without presuming to predict with high confidence which students will ultimately finish." Money could then be applied, like a tourniquet, "at the dissertation stage."

The Mellon Foundation, for one, has already taken the report's advice by eliminating the multiyear Mellon grant for incoming students. Bowen and Rudenstine lavish high praise on the lower attrition rate (35 percent) and shorter time-to-degree (about six years) in the sciences; they recommend a similar finishing time for the humanities, as well as stiffer course requirements, closer faculty supervision, and more dissertation workshops.

All this may sound scary enough, but another of their suggestions is frankly alarming, coming as it does from administrators so far removed from the intellectual fray. Bowen and Rudenstine bemoan the proliferation of methodologies that has led to "loss of articulated coherence in the formal curriculum, some measurable loss of structure and control in program definition and management, and an increased sense of uncertainty about where to draw sensible boundary lines." Their antidote? Curricula that better represent a field's "coherence and comprehensiveness"—even, presumably, if a discipline isn't coherent but divided and complex.

We decided to run Bowen and Rudenstine's recommendations by an expert in graduate student torpor, Joan Rodman, a psychologist specializing in dissertation blocks. She confirmed our suspicion that all this haste would make for waste. "It's wonderful for chemistry students," says Rodman. "But when a French department, say, starts directing schedules and tries to get a group of students out in time, it does not allow for the simmering of intellectual curiosity, for the formation of new thoughts to occur."

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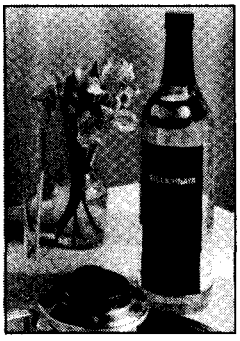
Rodman has an alternative to Bowen and Rudenstine's carrot-and-stick approach: "a declared amnesty for all students who disappeared at the dissertation stage. Students who wish to should be encouraged to come back."

TRIUMPH OF THE STILL



For those of you who might wonder how a liquor deemed a gift fit for Voltaire by Catherine the Great ended up as "the liquid dollar" of post-Communist Russia, Verso is publishing *A History of Vodka* in July. But if you're expecting a sober Braudelian contribution to the history of material culture, think again. The first title in the publisher's joint Moscow-London venture, the Interverso series, this quaintly Leninist study was undertaken before the collapse of the Soviet Union; the author, historian William Pohlebkin, says he wrote it to prove once and for all that vodka was invented by Russians, not Poles—contrary to what the Polish state vodka monopoly claimed in 1977 when it tried unsuccessfully to gain exclusive rights to the name.

Composed in Pohlebkin's best dialectical-materialist style ("Anti-Soviet forces were ripening in Poland. They were closely linked with various reactionary forces in Europe and America, and it was obvious even then that they were acting as agents for the Western 'vodka kings.' "), *A History of Vodka* also contains several helpful hints on vodka etiquette, such as what to eat with it (pickled pork fat), who should drink it ("only a true gentleman knows how to drink vodka while remaining totally sober"), and how ("vodka should be poured into a clear, colourless glass or crystal stopki, either cylindrical or in the shape of a truncated cone, with a capacity of 100 millimeters").

ANOTHER COUNTRY HEARD FROM

Neue Slowenische Kunst is a collective of in-your-face artists from Ljubljana, Slovenia (also home to Slovenia's most famous Lacanian, Slavoj Zizek), who for the past decade have besmirched the idea of a socialist future by linking it aesthetically to a fascist past. Part of their program involves issuing poker-faced statements that make them sound, at first, like jackbooted

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The Thrower, Laibach Kunst

neonationalists. "Art and totalitarianism are not mutually exclusive," proclaims NSK's "militant-classicist" rock group Laibach, the German name for Ljubljana. Irwin, NSK's five-man painters' group, crowds its canvases with stag horns and Aryans, Iron Crosses and portraits of Stalin.

But NSK's Department of Pure and Applied Philosophy is also given to such surreal party maxims as, "Women are our equals in every respect and we are not fastidious about food." And NSK has turned out to be an equal opportunity offender, as much a gadfly to Slovenia's new regime as it was to the old. Last winter, when Slovenia's new Catholic minister of culture decreed that the state could fund only spiritually uplifting art—village choirs, for example—NSK's theater director went on a hunger strike and got the decree revoked. And this winter, seven months after the former Yugoslav republic slipped quietly into nationhood after a brief military skirmish and two months after its official recognition by what Ronald Reagan once enthusiastically dubbed "The United States of Europe," NSK is storming the United States of George Bush with its first English-language book. Amok Books, the Los Angeles–based publishing anarchists who brought you Nietzsche's madhouse scribbles (*My Sister and I*) and the *Amok Fourth Dispatch: Sourcebook of the Extremes of Information in Print,* will publish *NSK*—a compendium of manifestos, album covers, paintings, and set designs—this spring.

"I'm interested in how political imagery affects people," answers Amok editor Stuart Swezey when asked how NSK's *Weltanschauung* fits into Amok's own rather unusual list. "I really like the whole 'retro-garde' idea of going into their own past and finding these very uncomfortable elements of it and making them the centerpiece of their work."

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WHAT DO EDITORS REALLY WANT?

We first popped this question to political science editors in our debut issue a year and a half ago. The world has come so far so fast, we thought we'd do it again. But some things, it turns out, never change.

"Everyone would love to come across that rarest of animals, the political scientist who can write graceful prose," sighs Princeton University Press's Malcolm Debevoise. "With the ascendancy of rational choice and other mathematical models, there isn't much that makes for great reading," agrees the University of California Press's Naomi Schneider. "Me? I'm looking for short manuscripts that are well written," says Roger Haydon at the Cornell University Press. "Since we can't find any of those, we look for other things."

Emily Loose at Cambridge University Press is looking for "crossover books, broad treatments of central issues in American politics." On her wish list is a book about "the development of liberalism in America." But Loose has a not-on-your-life list too: quick and dirty

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Peter Jaszi,
Lingua franca, October 1991

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Inside *Publishing*

The Bettmann Archive

books on the former Soviet Union and "books on democratization. I've talked to people who are doing long-term studies, books with a shelf life. But there are a lot of superficial treatments out there.... We decline three or four of those a day."

Martin Kessler, president of Basic Books, welcomes manuscripts on everything from "larger questions such as the growing centrality of race in the post–civil rights era" to "the declining salience of elections."

Among the topics that turn Haydon's crank are migration ("the effect that has on the definition of different polities"), the global and national "politics of money," and labor movements. He would also like to usher Cornell's securities studies list into the post–Cold War era by publishing "diplomatic and military history with a strong social science component," he says. "The old bombs-and-bullets stuff no longer works."

Debevoise may think prose stylists are an endangered species, but he's a rara avis himself: the only editor we talked to who admitted to an interest in "formal quantitative work." Otherwise, Princeton is in the market for manuscripts on law and "how it relates to American political institutions and American social policy," he said.

UC Press, on the other hand, remains resolutely international. "We're one of the stalwart publishers in area studies," says Schneider, especially on Latin America, Africa, and the Middle East. UC has a series on rational choice, a quantitative method of political analysis, but don't push it: Schneider says she's "frustrated" with that. What she would encourage is more feminist political theory.

John Tryneski at the University of Chicago Press is waiting for "someone to look at all the international relations theory out there—all those models based on deterrence and superpowers—and say, What now?"

And at Boston's Beacon Press, Andrew Hrycyna wants books of "progressive public policy" on issues like health care and education. But really, he says, "I want a Michael Harrington for the nineties." LF

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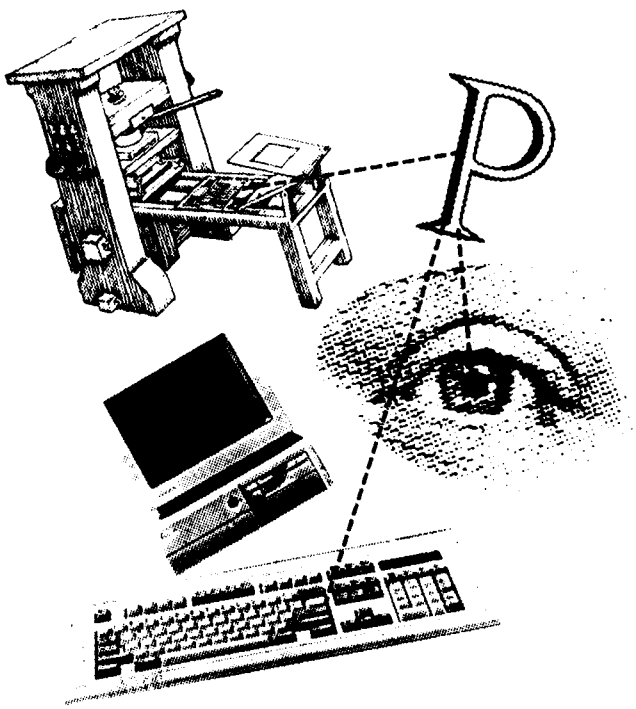

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Tales from the BRIGHT *Side*

THE SURPRISING SUCCESS OF AMERICA'S BIGGEST COMMUNITY COLLEGE

BY DAVID L. KIRP

Continued from the cover

It's Snow Day at Miami-Dade, and fifth-graders from the nearby elementary schools, almost all of them Hispanic and black, have been bused in to play in seven tons of crushed ice. Kids briefly freed from the routine of fractions and vocabulary drills overrun the escalators and walkways, and Alhambra is temporarily transformed into an ersatz winter wonderland.

Snow Day, it turns out, is just one of many ways the college acts as the Good Citizen of Miami. Its annual book fair has brought writers such as Isabel Allende, Peter Matthiessen, and Martin Amis to town; its film festival imports cinematic exotica to arid south Florida. Snow Day brings black and Hispanic kids together, sending a signal that the college is neutral territory, an academic Switzerland amid the local ethnic wars. And Snow Day also delivers an educational message: ten-year-olds' eyes are being opened to a world that's mere blocks away physically, but light years away intellectually, from home. In a few years, some of these kids will be back as students.

With more than 125,000 students taking at least one course—more than 79,000 for college credit—this five-campus school is the biggest college in the United States. In addition to the downtown campus, there are the original site just north of riot-torn Liberty City, two campuses in the burgeoning suburbs south of Miami, and a medical center situated at the county's midtown medical complex. Overall, the college enrolls more freshmen and sophomores than the nine Florida state universities combined. More than half the students are Hispanic (nationwide, only Los Angeles Community College enrolls more Hispanics), 18 percent are black, and there are more foreign students than at any other American institution of higher learning.

Miami-Dade offers 135 separate programs ranging from English and chemistry to air-conditioning technology and mortuary science (half the state's undertakers are trained at the college). For certain vocational programs, including police training and graphics, the school delivers a money-back guarantee that graduates will land good jobs—and well over 90 percent of Miami-Dade's voc ed graduates either have jobs in their fields or have continued their education.

Miami-Dade isn't just a vocational school, though. The students run the gamut from faculty brats heading for professional careers to middle-aged dropouts, many of whom speak primarily Spanish or Haitian Creole and all of whom are determined to disprove the notion that there are no second—or third or fourth—acts in American lives. This variety of often conflicting student needs could well mean that no serious teaching gets done. But what's most remarkable about Miami-Dade—what makes it, according to a 1984 survey conducted by the University of Texas, the best community college in the country—is its commitment to making distinguished teaching the centerpiece of the institution.

The emphasis on teaching permeates every aspect of college life. President Robert McCabe promotes it with a fervor that approaches evangelism. It has led the college to adopt what administrators called the Marriott Plan, in which (just as in the hotel business) a staff member takes responsibility for a whole checklist of niceties—making sure, for example,

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that the lights work and that every classroom has fresh chalk and clean blackboards. The pedagogical imperative influences core courses, teachers' raises and promotions, faculty retraining, and regular reports to students on their academic progress. It even prompted the recent decision to spend money on new faculty offices—to provide professors with decent places to work, and so tempt them to spend more time on campus—rather than on a fancier student union. "Higher education has failed to take teaching seriously, failed to incorporate what's known about learning," says McCabe. "We're doing things differently."

"If you really want to find out about how a college can make teaching better," says former Harvard president Derek Bok, "go talk to Bob McCabe."

The invention of the two-year community college, former University of California president Clark Kerr has argued, is the real innovation of American twentieth-century education. Today more than half of all postsecondary students are enrolled in two-year schools. Yet the mission of the community college remains up for grabs. To some, it is meant to be a mini-university, whose essential task is equipping talented but badly schooled students for advanced academic work. Others regard it as a shock absorber that, as former Harvard president A. Lawrence Lowell observed more than half a century ago, could keep "out of college...young people who have no taste for higher education." Such schools are supposed to "cool out" students who aren't really suited for academics, redirecting them into increasingly popular vocational programs.

Like most community colleges, Miami-Dade grew too fast for much self-reflection. Founded in 1960, its initial enrollment of 2,025 doubled in the sixties and seventies about as often as the price of IBM stock. Vocational classes were offered alongside general education classes whose contents were uncritically borrowed from the University of Florida. Thousands of exiles from Castro's Cuba learned English at Miami-Dade, as did a later wave of refugees from Baby Doc's Haiti.

The college led a precarious existence in its early years—its classes held in an airplane hangar and converted barracks on a deserted air base, its policies scrutinized by the Dade County school board. But even then one thing was clear: Miami-Dade's leadership chose not to play it safe. At the time, every single one of Florida's public and private schools and colleges was segregated. The nearest college that admitted blacks was 200 miles north in Daytona. But from the outset, Miami-Dade Community College was racially integrated, simply because that seemed the right thing to do. This is the tradition in which McCabe situates himself. "I'm a risk-taker," he says.

UNLIKELY VISIONARY

The voice on the phone-mail message delivered to the nearly 1,000 faculty members and administrators at Miami-Dade was unmistakably president McCabe's, the New Yorkese softened by four decades spent in the South. But the content of the message was less familiar.

"I was wondering whether anyone else was awake this morning," McCabe mused aloud, "to see that beautiful sunrise." It came as news to some that President McCabe could find the time even to notice the sunrise, let alone to concoct such New Age nudgery. Though these have been hard personal times for McCabe, who has had to cope with both the death in 1989 of his wife Bonnie (for whom the main building at the downtown campus is named) and his own recovery from painful injuries suffered in a car crash two years later, that private, wistful side isn't often on display. What most people see is his workaholism—endless rounds of money-raising and politicking, speech-making and award-collecting. His most recent laurel was the McGraw Education Prize for "having a truly exciting impact on education."

Students Edward Isles, Jeanette Garcia, Judith Eugene with Robert McCabe.

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Tales from the BRIGHT *Side*

McCabe's top aides refer to him as a visionary, and while that description gilds the lily, he has breathed life into enough interesting ideas to fill the resumes of half a dozen college presidents. Some years ago, for example, a brief item appeared in the press noting that Alex Haley's epic family history, *Roots*, was going to be made into a TV miniseries. In short order, McCabe met with Haley in L.A. to pitch the idea of turning the miniseries into a TV course for college credit. Haley would work with Miami-Dade faculty members to create the curriculum. The author said yes—and the rest, including the $600,000 the college earned by selling the course materials to 500 schools, is history. Lately McCabe has been preoccupied with helping thousands of Miami-based Pan Am workers, from top execs to baggage checkers, who lost their jobs when the airline suddenly folded. McCabe has no doubt this is his school's responsibility. He undertook the same kind of effort when Eastern went broke in 1990. Then, a contribution from Miami's Private Industry Council plus some expert budget-juggling produced a crash course in how to get a job and how to handle the psychological trauma of losing one. Many of the Eastern employees who enrolled have stayed on to pick up the skills for second careers as hotel managers, realtors, or nurse-practitioners.

THE COLLEGE IS NEUTRAL TERRITORY, AN ACADEMIC SWITZERLAND AMID THE LOCAL ETHNIC WARS.

Money is even tighter this time around. Like most states, Florida has typically treated its community colleges as ugly ducklings. Now, facing a budget deficit, the state has ordered a cutback; for the first time in its thirty-two year history, Miami-Dade has had to turn away eligible students. That didn't stop McCabe, however. Working closely with the Miami business leadership and the state's congressional delegation, he sought—and got—$3 million from the U.S. Department of Labor, a portion of which will go to the college for the retraining of laid-off workers.

McCabe has also waded into some of the toughest fights in this fractious city. Last spring, he tried mediating a dispute over awarding the key to the city to Nelson Mandela, venerated by blacks but demonized by the city's Cuban population for his embrace of Fidel Castro. (Despite McCabe's best efforts, Mandela never got the key.) In a city where few dare cross the fervently Fidel-loathing Cuban exiles, McCabe has defended the academic freedom of a social sciences professor who is a Castro sympathizer and allowed a pro-Castro Cuban-born playwright to speak on campus, shortly after Dade county officials cancelled a performance of her play.

A resume like McCabe's might suggest natural charisma, but the man is less prepossessing than his reputation. He resembles an aging cherub with graying, pasted-down hair and a slightly rumpled suit. His voice sometimes drones, and his speeches and articles are overly inclined toward phrases like "feedback data" and "self-actualization". His list of the twenty-nine attributes of an excellent faculty, to which he proudly refers, is the stuff of parody: excellent faculty spend time with students, excellent faculty display a "genuine sense of humor," and so on. As someone who professes to be an admirer noted, "You sure don't want to get stuck with Bob McCabe at a cocktail party."

But somehow McCabe makes things happen. Other university presidents appoint faculty committees to take up, say, the question of weeding out inept students or designing a new core course, then step aside. McCabe leads by enthusiasm—not just forming those requisite committees but sticking around to see how they run. There may not be a blueprint for change in his back pocket, as some faculty at Miami-Dade suspect, but his presence is felt whenever something of value is being hashed out. "Community colleges are the most important educational institutions in the country," he says. "The public schools are not getting the job done. It's not hard to help someone who will make it anyway. We know how to salvage lives. We're where the people and the problems are."

McCabe's own life story is a testament to the kind of second chances his college trafficks in. In 1947, the year after he graduated from high school, his father was laid off by the Long Island hotel where he had worked for thirty-two years. Bob had to drop out of college and support the family—by plucking chickens, bundling newspapers, and delivering messages at the UN—while his father looked for a new job. After graduating from the University of Miami, McCabe taught high school in Florida for a while, got his master's degree and met his wife, Bonnie, at Appalachian State, then found his way to the University of Texas doctoral program for community college administrators. He headed back to Miami in 1963, just three years after the college opened its doors.

For McCabe, the school's rapid expansion, driven by the Caribbean immigration of the early 1960s, was a gold rush. He had been at Miami-Dade just two years when he took the lead in opening its south campus. After a brief stint as president of a community college in Newark, New Jersey, he returned to Miami in 1969 and in 1980 became president of the college.

CHRISTMAS CARDS AND CARDBOARD CUTOUTS

As the 1991-92 fall term winds down at Miami-Dade Community College, faculty members are frantic. They are shouldering the usual burdens of writing exams, coping with pleas for last-minute extensions, placing book orders for the spring term. But this year, for the first time, they must also prepare self-evaluations. A

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handful of math teachers at South Campus are threatening to revolt—remarkable at an institution where almost no one ever badmouths the administration.

Miami-Dade faculty members work hard. They teach fifteen hours of classes a week, usually without assistants to help critique papers (a Florida law, known as the Gordon Rule, actually mandates that students commit 24,000 words to paper by their junior year). They have long hours of committee work and student counseling and struggle to keep up with their academic fields. But as Mardee Jenrette, a former biology professor who runs Miami-Dade's Teaching/Learning Project, acknowledges, the self-evaluation process has stirred widespread panic. Small wonder: When coupled with colleagues' and department chairs' appraisals, students' reviews, and faculty-prepared portfolios, these self-assessments will determine salary and status. Those judged the ablest pedagogues will be in line for one of a proposed one hundred new teaching chairs. The new posts (sixty of them are available now) are renewable three year appointments whose donors range from the state funeral directors association to Miami Jai Alai. They carry a $5,000 pay increase and an additional $2,500 for professional activities, from travel to classroom supplies. Professors who don't pass muster fear they'll find a lump of coal in their Christmas stocking—or, for the untenured, a pink slip.

Far from being sprung on an unsuspecting professoriat, this new system of appraisal has been in the works for a number of years and was approved by 69 percent of the faculty in a 1989 referendum. Until then, student rather than teacher performance had been the focus of the college's collective thinking. The best students are encouraged to enroll in an honors program (where they can write about the symbolism in *Heart of Darkness* if they so choose) and pushed into elite colleges as upperclassmen. The less well-prepared—nearly three quarters of all the entering students—take rudimentary courses in English as a second language and what are euphemistically called developmental classes in reading, writing, and math.

The message to students is "access with excellence," the academic equivalent of tough love. Under the Standards of Academic Progress, the suggestively acronymed SOAP program, postadolescents who hang around for years repeatedly flunking the same subject are shown the door. About 2,000 students are suspended or dismissed for academic reasons each year. A computerized "academic alert" delivers detailed midterm progress reports to all students; those skating on the academic edge face restrictions on the number and difficulty of subjects they can take. "We reversed this idea of 'do your own thing,'" says McCabe.

THE CAMPUS JOKE IS THAT YOU COULD MAKE A BUNDLE BUILDING A CARDBOARD CUT-OUT OF McCABE AND POSING FACULTY WITH IT.

But, McCabe argues, until teachers have the tools and the incentives to teach better—"not just teaching subject matter but knowing how to reach out to people in trouble"—there's only so much that students can accomplish. Like most community colleges, Miami-Dade borrowed its rules of promotion from the public schools: tenure after three years, very few tenure denials, and promotions as well as pay raises pegged to seniority. Little thought was given to helping professors effectively profess. The first task of the Miami-Dade Teaching/Learning Project, established in 1986, was putting to paper standards of teaching excellence. Then came the harder work of translating homily into practice. Centers at each campus offer workshops for professors and staff members on everything from preparing LOTUS spreadsheets to finding alternatives to the open-the-skulls-and-pour-in-the-knowledge approach to teaching. Irene Lipoff, who runs the downtown campus's Teaching/Learning Center, sometimes puts in thirteen-hour days. "I've created a monster," she says only half in jest.

Confronted with the extraordinary range of students—the need to be miracle workers, as math professor Paul Dirks says—teachers welcome the help. At the Centers, professors can learn to teach their students how to take notes by using an analytical approach called circular mapping and how to do their homework. So long as the college can afford it, professors and staff can get instruction in anything they want to learn about, including "earth literacy," a kind of Environmentalism 101. The centers also stress writing, not as a ghettoized course but across the entire curriculum.

Instead of being tossed out to sink or swim, newly hired teachers are assigned to mentors who have reputations as good teachers. They're also required to take two pedagogically oriented graduate courses. For professors who have been at the college for three years or more, such exercises in self-improvement are entirely voluntary. But professional development is part of the new evaluation regimen, as are responsiveness to students and innovativeness in shaping of new courses. And so, whether out of professional pride or an interest in resume-padding, an estimated one third of the faculty members regularly use the Teaching/Learning Centers.

This year, not surprisingly, the most popular workshops have focused on constructing the self-evaluations. Honest appraisals thick with mea culpas are not what's expected. Instead, the hope is that good teachers will toot their own horns, Lee Iacocca-style. Meanwhile professors who have been earning a living off their yellowed notes are being prodded into taking workshops, expanding their office hours, redoing their syllabi. "I've tried to light fires under certain behinds," says Teaching/Learning Center director Lipoff. "Now they're spiffing up."

Reality, however, may fall short of aspiration. Brief self-evaluation forms are swelling to twenty-page essays. Some professors plan to stuff their portfolios with their students' Christmas cards and wedding invitations—

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presumably to show their own Mr. and Ms. Chips-like qualities—and are asking students to sign in for office hours. Teachers are recording themselves on video, smiling, and the running campus joke is that an entrepreneur could make a bundle building a life-size cardboard cutout of President McCabe, then posing faculty members with it for a photo op. In classic back-scratching fashion, professors are lining up their colleagues to say nice things about them, then agreeing to do the same.

The system is supposed to identify excellent teaching, but it threatens to degenerate into nothing more than a full-employment program for campus administrators, who are struggling under an avalanche of paper. "These days," says Lipoff, "finding a faculty member who admits to having voted for this process is a little like finding someone who'll confess to having voted for George Bush."

ON MIAMI'S MEAN STREETS, THE SCHOOL HAS LAUNCHED A COMMUNITY ACTION PROGRAM FOR THE NINETIES.

But then, assistant professors up for tenure at leading universities have been known to list letters to newspapers as publications on their vitae or solicit mash notes from their friends and pass them off as letters of recommendation. At least Miami-Dade is trying something new, and while this pioneering venture may eventually collapse under its own weight, this is just the first year of a scheduled three-year trial run. The plan's advocates are confident it will work better once professors grasp that the idea is to reward teaching excellence, not paper trails, and in the meantime, the college's track record for innovation entitles it to a patient audience.

MEAN STREETS

Like teachers at any other college surrounded by mean streets, Miami-Dade's medical center faculty don't hang around after work. Ever since the 1980s riots in Overtown and Liberty City, the neighborhoods around the medical center have been no-go zones for street-smart Miamians fortunate enough to live elsewhere. Professors typically drive to the campus, teach their classes, then split for their suburban homes. But for Tessa Tagle, now in her fourth year as dean of the medical campus, these streets are where Miami-Dade Community College can really live up to its middle name.

Tagle's sense of community obligation stems from her own experience growing up with two sets of grandparents in two different sections of San Antonio, Texas. In one, families maintained their homes, kept the local *molina*, or tortilla maker, humming, and watched their kids' progress at the public school or the nearby Catholic school. In the other neighborhood, houses and shops had fallen into shambles, boys barely out of their teens spent long stretches in the penitentiary, and drugs were openly dealt on the streets. A couple of years ago, after a long absence Tagle returned to her old haunts. How had San Antonio tried to rescue the failing neighborhood in the interim? By installing a sidewalk—"as if the sorrows could be paved over," Tagle says bitterly, "and the people could walk out of poverty. We live in a developed country with underdeveloped cities living inside of it. That has to change."

There was no reason, Tagle believed, why Miami-Dade Community College couldn't push for such change. So Tagle has introduced a summer program, Medical School for Kids, which puts twelve- and thirteen-year-olds into the medical center's labs, as well as a short course, Health Careers for People in Public Housing, which trains uneducated mothers to do simple but decently paying jobs like drawing blood. She also wants to enlist faculty and students in the life of the Overtown community. That means activities as basic as showing

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schoolchildren how to wash their hands and teaching young mothers how to care for their infants. Students at the medical center will have to satisfy a public-service requirement that will take them into Overtown.

Most ambitiously, the neighborhood outreach program contemplates helping citizens develop the skills to help themselves by identifying the needs of their communities and lobbying city agencies. Miami-Dade doesn't intend to be the authoritative voice in Overtown but the convener and catalyst—which makes it more reminiscent of 1960s community action programs like Saul Alinsky's famous Woodlawn Project in Chicago than of the contentious experiment in Chelsea, Massachusetts, in which Boston University took over a failing public school system. At a time when money is tight and the prevailing political mood cautious, the college seems on the verge of becoming an institutional Alinsky for the nineties.

THERE'S NO END TO THE PROCESSION OF STUDENTS LIKE JEAN-PIERRE, TEETERING ON THE EDGE OF LITERACY AND WANTING SO BADLY TO MAKE IT.

GOD'S WORK

At the end of the fall term, students in Elaine Ludovici's developmental writing course at North Campus turn in their portfolios. Throughout the semester, Jean-Pierre, a Haitian-born student, has written about his problems in high school. In one early paper, he described a "negative experience" as "sleeping in class, especially if the teacher is boring..the way some teachers teach, something with no feelings." By term's end, he is writing more fluently about his biggest personal accomplishment: graduating from high school. "I was very proud to see after all of those years I've been going to school, I was finally getting out...I was down most of the time and sometimes I would feel like dropping out. But I never quit because I used to tell myself if I stopped going to school, what would I be doing?"

There is no end to the procession of students like Jean-Pierre, teetering at the edge of literacy and yet wanting so badly to make it. About one student in five who enters the college seeking a degree graduates within three years, and twice as many are still enrolled or have left college in good standing. Among the students who, at the outset, were academically eligible for one of Florida's public universities, nearly half graduate, a rate that's competitive with these selective-admission state universities. Seventy percent of all graduates transfer directly to one of the state universities, significantly more than in 1980, and they perform only slightly worse than those who start out at the university.

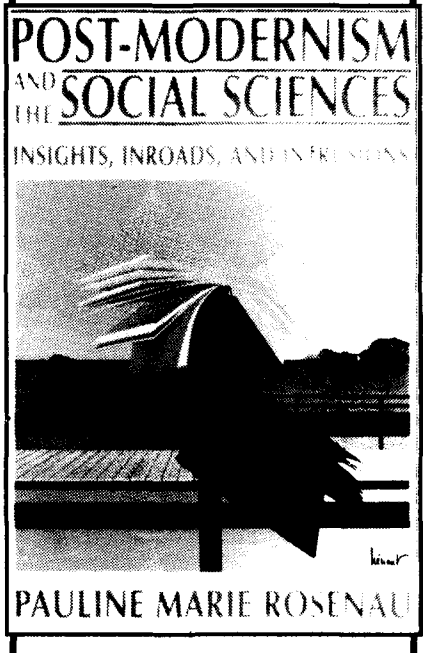
But students who come to Miami-Dade with real deficiencies in reading, writing, or math have a much harder time. Just one in six who arrive needing remedial help graduates in three years or leaves in good standing. Similarly, students who know little English generally fall by the wayside: Only one in six completes the English as Second Language courses that precede college-level work. The school struggles to get its students through Florida's College Level Academic Skills Test (CLAST) which the state requires for an associate's degree. In 1990, just 40 percent of those who took the entire test at one sitting passed its math, English, reading, and essay components. And Miami-Dade has been unable to solve another vexing problem: By all criteria, U.S.-born black students consistently do the worst. Their CLAST scores are much lower, they are more likely to drop or be pushed out, and those who graduate are less likely to continue their education than Anglos or Hispanics.

This kind of teaching can be frustrating. Humanities professor Thelma Altschuler recalls bringing to class a short article that described the concept of an inherent human nature as illusory, an excuse to do nothing about poverty or crime. "I read it fast, then asked, 'What did the author say?' Five students raised their hands;

Post-Modernism Explained *(at last!)*

"reading—understanding or interpretation. In post-modern terms one speaks of 'my reading,' or 'a reading,' without reflecting on the adequacy or the validity of said reading."

"text—post-modernists consider everything a text."



In this comprehensive assessment of post-modernism, Pauline Rosenau traces its origins in the humanities and describes how its key concepts are today being applied to the social sciences. Serving as neither an opponent nor an apologist for the movement, she cuts through post-modernism's often incomprehensible jargon in order to offer all readers a lucid exposition of its propositions.

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Tales from the BRIGHT Side

they all answered exactly the opposite." Walt Tucker, who teaches developmental reading, broods about "the reality that community colleges reproduce the social class system."

"I'M HAVING MORE FUN TEACHING HERE THAN I'VE EVER HAD IN MY LIFE," SAYS MATH PROFESSOR PAUL DIRKS.

"The CLAST scores may show the limits of what even an exemplary community college can accomplish," says Berkeley professor of education K. Patricia Cross, who recently spent a term at Miami-Dade, "but no college in the country has given it a better try." In any case, faculty members don't pay too much attention to the statistics. What keeps them going are the individual success stories they all can tell: the high school dropout who became a dentist, the student from Vietnam who started out knowing no English and is now getting his master's degree in business, the ex-baggage handler who couldn't do fractions when he came and wound up manipulating differential equations, the woman with three kids and a patchy education who stuck it out to become a nurse. "I'm having more fun teaching here than I've ever had in my life," says math professor Paul Dirks. "These kids have been shortchanged academically. They want to get ahead—and they respond to your concern. They want to make something out of their lives." It's "God's work," says another instructor, with no apologies for the missionary sentiment.

It also helps the morale of the professors and the education of their students that Miami-Dade Community College is unwilling to rest easy even in hard times. At the downtown campus during exam week, posters urge students to return scarce copies of class schedules so that they can be recycled to classmates. And a sign at North Campus hectors students to register immediately because "the budget cuts from the state are real and classes will be limited." Even as resources shrink and institutions of higher learning fixate on survival, this college continues to educate its faculty and students in what it means to be the Good Citizen of Miami.

David L. Kirp is a professor of public policy at the University of California at Berkeley. He is the author of Learning by Heart: AIDS and Schoolchildren in America's Communities *(Rutgers, 1989) and the forthcoming* AIDS in Industrialized Democracies: Passions, Policies, and Politics *also from Rutgers.*

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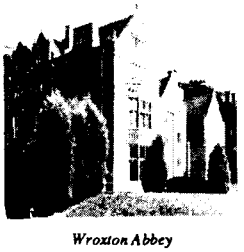

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HIRING À DEUX

WHAT GRAD SCHOOL HATH BROUGHT TOGETHER, LET NO DEAN TEAR ASUNDER

BY PAUL ELIE

One school night a decade ago, nine-year-old Nathaniel Keohane told his parents that he had finally resolved his career dilemma. The youngest child of Nan Keohane, the president of Wellesley College, and Robert Keohane, then a professor of political science at nearby Brandeis University, Nathaniel had been struggling with the question of what to be when he grew up: an astronomer or a biologist. Now he announced that he had discovered the ideal solution to his problem. "I want to *be* an astronomer and *marry* a biologist."

"I knew then that our two-career marriage had been worth it," recalls Nan Keohane, who earlier that year had resigned her professorship at Stanford—as had her husband, who was chair of the political science department—to assume the Wellesley presidency. Today she is thriving at the helm of Wellesley, her *alma mater*, and Robert Keohane chairs the government department at Harvard; they hold positions so manifestly *worth it* that their claims of sacrifice and compromise will surely rankle those below them on the academic ladder. But don't loathe them yet—the Keohanes have had to make some tough decisions. Really. When they opted to come East, Robert quickly weighed an offer from Yale, which would have required him to commute on weekends, against one from the less prestigious Brandeis, which would have enabled him to care for the children while Nan adjusted to the demands of a college presidency.

Years earlier, the offer of a professorship to Robert had brought them to Stanford; although Nan was hired as an assistant professor after a year as a visiting faculty member ("and in the end," Robert says, "many people thought she was the better part of the deal"), they both admit that the move was a gamble for her. So why did they take the risk? At Swarthmore College, their previous employer, Robert had been an associate professor while Nan had held an assistant professorship for which she considered herself overqualified.

Commuting, relocation, tenure, career advancement, child care, you and your partner's mutual desire to maintain equality in your relationship *and* sleep in the same bed: The challenges facing academic couples are by now familiar to everyone in higher education. In the quarter-century since women have begun in significant numbers to pursue scholarly careers, graduate programs—isolated, intense, and chock-a-block with mating-minded twentysomethings—have turned into de facto wedding chapels. But until the very recent past, the postgraduate job market has more often than not left professorial couples high and dry. If they were very, very lucky—or just willing to wait most of their working lives—they found a college or university that would tender them separate but equal appointments, and tender them at exactly the same time, so that neither member of the couple felt slighted. Mostly, though, the incompatible demands of department heads, affirmative action officers, and university comptrollers prevented so romantic a denouement.

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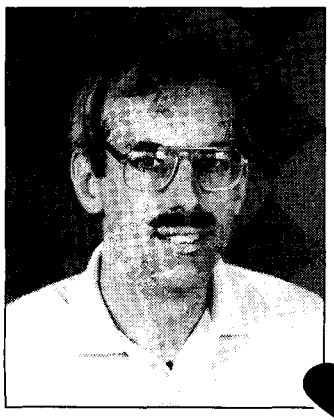
À DEUX

COUPLES HIRING ATTAINED ZEITGEIST STATUS WHEN GEORGE MASON U., VYING FOR GORBIE, OFFERED RAISA A JOB TOO.

Now, as more and more couples enter the market, the odds stacked against them have begun to improve. The solution to couples' dilemmas has even gained a politically correct moniker: "partner hiring" or "couples hiring" rather than "spousal hiring," to account for all the types of couples it might affect—married people, gay and lesbian couples, and unmarried heterosexual pairs. And it has increasingly become the subject of public discussion— sparking a heated and prolonged consciousness-raising session last December at the Modern Language Association conference and attaining zeitgeist status a few weeks before that, when George Mason University, trying to outbid a pack of other universities vying for the newly unemployed Mikhail Gorbachev's professorial services, offered Raisa a job too.

What exactly is couples hiring? Sometimes it's as simple as filling two open positions with two qualified people who happen to be each other's main squeeze. Lately, however, it has involved the kind of adroit deal-making and hasty reshuffling of assets more appropriate to investment banking than to higher education. A position is instantly created where before there was none. A department is asked—or bullied, or begged—to hire the spouse of the top candidate on another department's faculty-search shortlist, with the understanding that the favor will be returned later on. A department pays the salary of a member's spouse who teaches in another department, or the spouse's salary is paid from a free-standing fund. By and large, these transactions are conducted beyond the boundaries of specific policies; most schools still make couples-hiring decisions case by case.

But the tale of how universities have begun to think about couples hiring is not necessarily a happy one of unimpeded progress. Just as the 1987 crash compelled Wall Street to pause and consider its markets, so the budget crunch in higher education has prompted many in academia to reconsider institutional hiring agendas. Spending caps have sharply reduced the number of open positions and the kinds of discretionary funds on which couples hiring depends. And in a tight job market, it is perhaps inevitable that the hiring of couples will arouse some wrath, prompting charges that it favors couples over single people, caters to name-their-price celebrity couples at the expense of unsung scholars, and hinders disinterested searches. In effect, critics ask, might couples hiring eventually make academia more a "marriageocracy" than a meritocracy, one that has compromised its principles through a kind of insider trading?



Robert Keohane

PHOTO BY ELLEN LEVINE EBERT

Nannerl Overholser Keohane

Temporally, at least, the Wall Street analogy is sound. By informal accounts, couples hiring became a recognizable strategy during the 1980s, when Duke University sought to transform itself from a genteel regional university into a heated crucible of fashionable ideas partly by hiring well-known academic couples—among them Stanley Fish and Jane Tompkins, Fredric Jameson and Susan Willis, Frank and Melissa Lentricchia, and, for a two-year period, the peripatetic Henry Louis Gates Jr. and his ceramicist wife, Sharon Adams.

Meanwhile, couples-hiring policies were quietly being fleshed out at universities across the country, as existing antinepotism rules came to seem outdated. In 1988 Washington State University, finding it hard to attract first-rate scholars to the small wheat-belt city of Pullman, where other job opportunities are slim, established a "partner-accommodation fund." The university now pays a hired partner's salary for two years, after which responsibility reverts to his or her department—be it English or History, the Physical Plant or the WSU administration. Since the late 1980s the University of Iowa, similarly isolated in Iowa City, has, in the words of one faculty dean, sought to "encourage support of two-career couples," although no funds are earmarked for this purpose. And in 1989 the Association of Departments of English, recognizing "the two-career situation" as "a challenge not only to departmental recruiting committees but to many ... job applicants," finally appointed an ad hoc committee to explore it.

While the committee's report acknowledges that "the two-career situation in academia has been around for a long time," it notes that in

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recent years, a highly competitive market for academic stars has led schools to conclude that couples hiring is "not merely a response to feminist reforms but a strategic necessity in recruiting and retaining valued faculty members."

So how to go about it? The report points to the kinds of mommy-track jobs—adjunct professor, composition instructor, editor of a college magazine—that have always been open to faculty wives. And it suggests that administrators who wish to hire partners for untenured positions should make job information available to the partner, pay travel costs for his or her visit, and "always treat the spouse independently of the candidate so far as all of this is concerned."

Helpful? Sure, up to a point. But about the type of couples hiring that's raising the most hackles—the one involving two-career academics, two

PHOTO BY ROB SHEA

Eugene Vance and Denyse Delcourt

LONG DISTANCE DEDICATION

For academic couples who aren't lucky enough to get two positions at the same or neighboring schools, there is often no good alternative to the loneliness of the long-distance couple, red-eye flights, bluebook-crammed suitcases, and MCI-subsidizing phone bills. For those about to embark on such a star-crossed adventure, we offer three consolations (besides frequent-flier miles): 1) Studies conducted by psychologists and sociologists indicate that commuter couples have a lower divorce rate than the general married population, perhaps because their willingness to try this unorthodox arrangement already shows a high level of commitment to the relationship. 2) Women involved in commuter love-thangs report a slightly higher level of satisfaction than do men, according to one such study, perhaps because it's easier for them to compartmentalize the demands of work and family when the two are physically separated. And both men and women say the romance quotient is often higher. 3) There are plenty of happy commuting couples willing to share the secrets of their success.

Take Natalie Zemon Davis, a history professor at Princeton, and her husband, University of Toronto mathematician Chandler Davis. Both now in their sixties, they first met each other at a Young Progressives Meeting in 1948 when he was a graduate student at Harvard and she was a junior at Smith. They eloped three weeks later and have been together ever since—but not always in close quarters. During the McCarthy era, Chandler Davis was blacklisted by U.S. universities—he had been an "unfriendly witness" before the House Un-American Activities Committee—which made the professorship offered to him by the University of Toronto in 1962 especially compelling. Natalie Davis joined him in Canada, embarking there on a distinguished career as a historian of early modern France. But after the youngest of their three children entered high school, Natalie decided to accept an attractive permanent position at the University of California, Berkeley, setting in motion six years of weekend trips between the Bay Area and Toronto. "That was a three-week commute," she says, by comparison with which their four-and-a-half-hour Princeton-Toronto jaunts—they've been doing that run since 1978—are a piece of cake.

Natalie Davis's years at Berkeley gave rise to the "Davis Rules of Commuting," previously available only to her graduate students, which we provide here as a public service. (For another take on the lengthy absence of husbands, see Davis's brilliant *The Return of Martin Guerre*):

❤ "If at all possible, have a genuine household at each end of the commute. It's important to have a comfortable emotional space for both members of the couple and important not to suggest that one place is the home base for the marriage."

❤ "Stay in close touch by telephone. Never think of phone expenses—or travel expenses—as extras. If ever it's important to communicate, don't worry about the cost, just do it."

❤ "Set up a reasonable schedule, one that works well with your needs for physical intimacy and so on, and then stick to it. Try very hard to keep the schedule itself from being a point of dispute." Though the Davises will violate their own one-trip-here, one-trip-there schedule from time to time—when one of them is sick, for example—they do so only with caution.

"Commuting has its stresses," Natalie Davis admits. "But we're used to it. This is the way we live. There are stresses for families living in the same household, too."

The Davises do plan, by the way, to retire to the same city.

—*P.E.*

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À DEUX

PHOTOS BY ROBERT MATTHEWS

Philip Nord *Deborah Nord*

tenure-track appointments, two lifetime jobs—the committee can do little but uphold "the ideal of disinterested hiring while maintaining a humane concern for the lives of faculty members," then count the ways in which schools will catch hell for their humane idealism. The ADE is not the only professional organization that tiptoes around the issue. The American Historical Association's recent "Guidelines on Hiring of Women Historians in Academia" allowed as how "new institutional policies" might be necessary to "respond to dual-career couples." The AHA's Committee of Women Historians "continues to discuss possible guidelines that would recognize the complex issues of affirmative action and departmental autonomy." Told of these statements, one prominent AHA member, John Hopkins University historian and women's studies professor Judith Walkowitz, provided a handy exegesis: "It means they don't want to deal with [the couples-hiring issue] with a ten-foot pole."

If couples hiring is a problem for most university administrators, the couples themselves view it as a solution. For Eugene Vance and Denyse Delcourt, married professors of medieval literature and Romance languages, two offers made to them by the University of Washington in 1990 allowed them both to hold, without commuting, positions appropriate to their experience and aspirations. For four years of their marriage Vance and Delcourt, who met while he was a professor at the University of Montreal and she was a graduate student there, both taught in the French department at Emory University in Atlanta. He was a full professor and the director of the university's comparative literature program, while she held a series of single-year appointments. "At Emory," Delcourt says, "people relating to me wouldn't consider me as a person but as a wife of somebody else. If they were mad at my husband, they wouldn't speak to me."

The couple made finding two appointments within reasonable driving distance the main object of their job search. "I would've gone to Nevada or Oklahoma for two positions," says Vance. Between them, they applied for about thirty positions, leading to several combinations of offers that proved unenticing. Then Delcourt was considered for an assistant professorship at Washington, which knew that Vance might be interested in a position there as well. The university hired Delcourt, then appointed Vance to a vacant endowed chair.

Despite the university's advance knowledge of the couple's marriage and of their joint job search, both Vance and Delcourt stress that she was hired first, independently. Vance suggests, perhaps overly optimistically, that this approach should be standard procedure because "it means the junior person comes in his or her own right, without the approbation of the department." At Washington, unlike at Emory, they were both cordially received by their new colleagues.

But it is Delcourt's experience at Emory that is more likely to strike a familiar chord with junior scholars. When a university offers a job to the partner of a scholar it is trying to lure, the "trailing spouse" is often viewed with a mixture of envy, suspicion, and even derision—all the more so if she is a woman. One literature scholar at a second-tier southern state university tells this not atypical tale of woe: Though she holds a Ph.D from a "top-ten" school, has published widely, and has taught with distinction in the department where her husband is a tenured associate prof, she has twice been passed over for tenure-track jobs in favor of male ABDs. Lately she has been consigned to teaching remedial English. And she was made to pay her own way to the MLA convention, where she gave a paper, while two colleagues with little more to do at the conference than belly up to the cash bars were sent there all expenses paid.

When the double hire requires the cooperation of another department, things can get even hairier. Deborah and Philip Nord's story illustrates this tendency, albeit in reverse: it took something like an act of God to secure, with a minimum of trampled toes and disgruntled colleagues, tenure-track positions for both Nords at Princeton. The Nords met in high school and married while graduate students at Columbia, and for two years they lived in New York City area while teaching elsewhere—Deborah at Columbia and University of Connecticut at Storrs, Philip at Rutgers. In 1981, Philip got a job in history at Princeton; in 1982 Deborah got one in English at Harvard, and they commenced seven years of spending work-weeks apart and weekends together with their young son. Both of them say Philip's Princeton-Cambridge commute was manageable; "the biggest worry," Deborah wryly

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IT TOOK SOMETHING LIKE AN ACT OF GOD TO SECURE, WITH A MINIMUM OF TRAMPLED TOES, JOBS FOR BOTH NORDS AT PRINCETON.

observes, was Philip's making sure before he left for the airport "that he had every book, every file, every lecture, every outline he'd need over the weekend."

Manageable, but not necessarily enjoyable. So when a Harvard ad hoc committee turned down Deborah Nord's tenure bid, the Nords considered moving on together. She investigated positions at Trinity College in Hartford and at Michigan State, where officials who knew of her commuter marriage introduced the idea of hiring her husband as well. "We were both very close to working with these possibilities," Deborah says. "But the first year, the Michigan provost never approved the position the history department was going to create [for Philip]. The economics of it were such that the next year the provost was even less interested."

Meanwhile, given a postreview "grace year" by Harvard, she had instead accepted a two-year post as a visiting professor at Princeton. By now it was 1989, and her luck was about to change. The previous fall, Princeton had suspended English professor Thomas McFarland for a year after he made an "improper sexual approach" to a male graduate student. When in the spring the university announced McFarland's impending reinstatement, four tenured English professors resigned in tacit protest, suddenly creating a need to make new appointments in the department and turning Deborah Nord's visiting post into an audition of sorts. Top English faculty members then held a series of semi-secret meetings, where they combined a half-position in women's studies with a half-position in English, and appointed Deborah Nord to it. The maneuver drew the ire of some junior English faculty, who felt that the administration, eager to keep Philip Nord at Princeton, had broken the English department's recent promise to give untenured faculty members a greater voice in new hirings. "Some people would say mine was a spousal hire, because Philip was here," Deborah Nord says. "Other people say women's studies was eager to make an appointment. But from my point of view it was handled wonderfully."

As tricky as these arrangements may be to make, universities would seem to have no choice but to refine the art of making them—and not just for married straights, either. In 1984, Jean Love and Patricia Cain both held tenured positions as professors of law—Love at the University of California-Davis, Cain at the University of Texas at Austin. "And we were perfectly happy at our institutions," Love says, "until we met each other." The women first got together at the American Association of Legal Scholars' convention that year in San Francisco. Cain and Love both sat on the association's executive committee for gay and lesbian legal issues. After the committee's presentation, Love says, "We quickly left the hotel and went to the Cliff House for a cup of coffee. And we've been in love ever since."

Though Love was married and Cain was involved with another woman, they decided almost immediately that they wanted to live together. Over the next seven years they did their best, aided by leaves granted to them as senior professors. Cain took four years' leave from UTA to teach at the University of Southern California, a long day's commute from Davis, and later at UC-San Francisco, which is even closer; Love spent two years of her leave in Texas. Most summers they would drive, Thelma-and-Louise-style, across the desert from California to Austin, where Cain taught summer courses. One year, Love served as a visiting professor at UCLA while Cain was teaching at nearby USC, enabling them to truly live together in Los Angeles.

But by 1990, Love says, "we had nearly reached the end of the line." Though they were veteran tenured professors, their lifestyles resembled those of beleaguered adjuncts. So they entered the job market, putting out word to their friends and contacts that they were seeking two positions at the same school. While they were in the midst of informal discussions with Loyola University of Los Angeles, the University of Iowa offered them two visiting professorships, during which they would be given a serious look-over. Needless to say, they packed their bags and boxes and drove from Los Angeles to Iowa City, where they were offered two full-time tenured appointments in March 1991.

Throughout the hiring process—

Patricia Cain *Jean Love*

PHOTOS BY SUSAN FRANK

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À DEUX

even at Jesuit-run Loyola—Cain and Love's status as a lesbian couple never became a problem. "Iowa knew when they extended the offer to us that we were an 'out' lesbian couple, and they proceeded as though we were a married couple," Love says. Cain notes that while with married couples "historically there has been the tendency for others to perceive the male as stronger," she and Love "don't have that problem, because we're both women."

Hiring a couple like Jean Love and Pat Cain would seem beyond reproach. As senior faculty, they bring knowledge and prestige to the university; as women and lesbians, they embody two minorities that are underrepresented on university faculties; and as the first openly lesbian couple hired to the same law faculty, they have been invited to speak on local talk shows and have been profiled by the Associated Press and the gay newspaper *The Advocate,* attracting substantial publicity for Iowa's commitment to hiring women, homosexuals, and couples. "Our fan mail is running pretty high," Love says.

Those who question the merits of couples hiring, however, generally take issue not with this or that couple but with an institution's willingness to suspend fundamental principles in order to accommodate couples. The most Olympian such view, not surprisingly, is enunciated by Harvard. "People are considered for all positions here on the basis of merit alone—that's all there is," says Joseph J. McCarthy, an assistant dean for academic planning in Harvard. "Will we hire someone just because that person is the spouse of someone we want to attract? No. Will a job be given to that person over someone who is more qualified? No. Will a job be created for that person? No. But will we call Brandeis, Boston University, and other colleges in the area and let them know about that person's job search? Yes. And I will send a law person's resume over to the law school, a medical person's over to the medical school, to say, 'Here is the sort of person who might be qualified for a position at Harvard.'"

McCarthy's righteousness notwithstanding, some scholars think that Harvard's meritocratic line smacks of feudalism. Such an approach "demonstrates Harvard's master-of-the-fiefdom relationship with other schools in the area," says a scholar at a rival school. Once, when she was being wooed by Harvard, she nixed its offer to pass around her husband's vita as unprofessional and humiliating.

"To pretend that this isn't an issue is antidemographic, not meritocratic—and it's not as though the university ever was so entirely meritocratic anyway," says Alison Bernstein, associate dean of the faculty at Princeton, responding to Harvard's policy. "The meritocratic argument is being thrown all over the place. But if we're interested in the productivity of our faculty, if we're interested in their happiness in this academic community, then it's to our advantage to hire spouses. It's not something apart from the quality of the faculty—it's part and parcel of what we do in order to maintain that quality."

REUTERS/BETTMANN

Raisa Gorbachev *Mikhail Gorbachev*

SOME SCHOLARS THINK THAT HARVARD'S MERITOCRATIC LINE SMACKS OF FEUDALISM.

But Ellen DuBois, a professor of history at UCLA, contends that couples hiring runs afoul of feminist precepts. "The main way universities have responded to family issues," she argues, "is through spousal hiring—by providing a second income for two-parent families, instead of things that would benefit everyone," such as child care and parental leave. Other skeptics point out that when both members of the couple being hired are white and straight, their appointments preclude a national search, which arguably might turn up minority candidates.

Meritocratic or antimeritocratic? Feminist or antifeminist? Sensitive or insensitive to affirmative action goals? Few of the many faculty members or administrators interviewed for this article dealt with partner hiring on that level of abstraction. Most seem simply to regard their own efforts, such as they may be, as the best way to address couples-hiring concerns rather than ignore them. Johns Hopkins's Judith Walkowitz is one of the few to call for a thorough evaluation of spousal-hiring policies, which, she says, have "developed without public discussion." She doesn't oppose the recruitment of couples but says policymakers should be asking, "Who benefits from it? How does it relate to equal opportunity and affirmative action? Does it affect mostly couples with a junior female and a

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senior male?"

As schools grapple with couples' new demands, there are measures available that stop short of hiring two partners to full-time professorships. Colleges in the same region might post their open positions together, as Ohio's Kenyon, Denison, and the College of Wooster did last fall. Or they might advertise themselves as couples-friendly, as the University of Houston does in its candidate searches. Grant committees might ponder Robert Keohane's notion that "if I were running a foundation, I'd set up a 'transition fund' for two-career couples," to which one partner could apply for postdoc to conduct research at the university where the other was hired.

Faculty members and the administrators who consider the question of couples-hiring in the next few years have the chance to rewrite the book on academic hiring. As they do so, however, institutions and couples alike should hold fast to their standards of skeptical inquiry. For even the most enlightened policy can't resolve the conflicts endemic to two-career relationships. Academically minded toddlers should be forewarned: If they plan, say, to be an astronomer and marry a biologist, they'll have to hope to find not only a university with good salaries, state-of-the-art labs, an observatory, and clear nighttime skies but also one that will honor both their rights as separate people and their needs as a couple. Then they'll have to hope they get hired. And suppose they are hired, tenured, and promoted: Then they'll have to hope they don't fall out of love.

But even if they do, love's labors won't be utterly lost. They'll still be tenured professors. LJ

Paul Elie wrote about Haverford College in the last issue of Lingua Franca.

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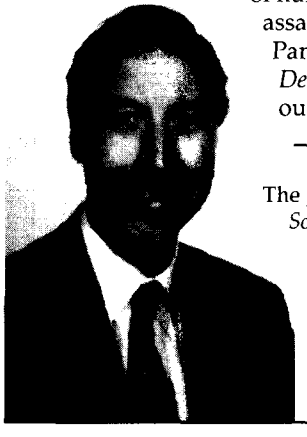

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CRITICISM SELF-CRITICISM

When George Bush hit the campaign trail in Portsmouth, New Hampshire, this time around the first thing he did was apologize. "I was wrong," he said, opening his mouth just wide enough to cram in the humble pie. (The object of his misprision was the nation's economy: he thought *it was doing all right, he really* did.*)*

Bush's five die-hard fans may have choked, but no one else paid the slightest attention. Apologies these days are as common as shrink-wrapped cream-filled cupcakes: They top off the usual diet of TV dinner promises and self-promotion lite. That's why the latest twist in the political correctness and multiculturalism debates took us by surprise. The last thing we were expecting, after all the hand-wringing and hype, was what we found in Robert Kelner's op-ed piece in The Wall Street Journal *and Edward Said's essay in* Raritan: *not apologies, with all they entail of hot air and crocodile tears, but blunt self-critiques, one from the right and one from the left, one of disingenuous strategy, the other of ideological excess. We proffer both of them here.*

By Robert K. Kelner

I first heard the term "PC" or "politically correct," when I arrived as a freshman at Princeton in the fall of 1985. Back then it was a bit of college slang bandied about by young conservatives. We thought ourselves insurgents, bringing the Reagan Revolution to academe, that last bastion of the new left. By dismissing our enemies as "PC," we made fun of the fact that the "open-minded" liberals were actually the most closed-minded people on campus.

For years, while conservative students waged an ideological battle royal against their radical left adversaries, the national media mostly ignored the struggle, reporting instead that apathy had replaced idealism on campus. We were a generation of MBA-seeking, materialistic organization men, they said. Our idea of a major social issue was the line-item veto. In the media's Manichean view, we were either fire-breathing crypto-racist radicals like the editors of the *Dartmouth Review*, or we were too wrapped up in ourselves and our visions of Yuppiedom to get fired up about much of anything.

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By Edward W. Said

In the fall of 1990, I was invited to participate in a seminar at a historical studies center of a historically renowned American university. The subject of the seminar for that and the next academic year was imperialism, and the seminar discussions were chaired by the center's director. Outside participants are asked to send a paper before their arrival; it is then distributed to members of the seminar, who are graduate students, fellows, and faculty. They will have read the paper in advance, precluding any reading of a lecture to them by a visitor, who is instead asked to summarize its main points for about ten minutes. Then for an hour and a half, there is an open discussion of the paper—a fairly rigorous but stimulating exercise. Since I have been working for some years on a sequel to *Orientalism*—it will be a long book that deals with the relationship between modern culture and imperialism—I sent a substantial extract from the introduction, in which I lay out the main lines of the book's argument. I there begin to describe the emergence of a global consciousness in Western knowledge at the end

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Now, in lock-step, the media have become enthralled by the notion that political orthodoxy is entrenched on campus, in which "diversity" is the watchword of a new McCarthyism of the left. Suddenly, "PC" is a household word.

The irony is that many conservatives actually want a politically correct campus. It's just that right now campuses are politically "incorrect" as far as we can see. Conservatives never sought parity with the campus liberals. We sought—and still seek—ascendancy. We wanted our universities to craft conservative curricula. We wanted them to get rid of politically motivated ethnic studies programs (known to us as "oppression studies") and impose the old style of *in loco parentis* discipline. If we could have run the liberals off campus intellectually—made them feel harassed and unwelcome, as they have us—we would have. I think it's fair to say that freedom of speech was not the rallying cry of the movement.

What, then, were the shibboleths of the Reagan Generation? We attacked racial preferences in admissions and hiring, radical feminism, the politicization of the curriculum, and the Balkanization of campus life through victim worship. Some conservatives took on the gay and lesbian rights movement too. They were all highly charged, philosophically messy issues, and we took considerable flak for our dissenting opinions. But we never, ever shied away from advertising our positions or confronting the opposition head on. If we believed a women's center should not be funded or that homosexuality was wrong, we said so and explained why.

Now, however, many conservatives (not just students but also their adult role models) have gotten lazy—or to be less generous, dishonest. They have discovered that they can produce quick results by avoiding the real issues and instead stealing the free speech banner away from the liberals and attacking them on their home turf. So instead of saying, "The liberals are wrong and here's why," they say "The liberals are hypocrites."

It's true that campus liberals are hypocrites when it comes to expounding on their desire for a "free and open debate." But it is disingenuous to suggest that this is now, or has ever been, the real issue dividing left from right on the American campus.

THERE IS A PRICE TO BE PAID FOR PUCKISHLY DECLARING THAT WE ARE SHOCKED —SHOCKED!— AT THE "PC MENTALITY."

This is not to say that the liberals haven't tyrannized many campuses. It is true that the tenor of debate has been such that conservative viewpoints are often viciously attacked. In some places, conservatives have been genuinely persecuted. But for the most part, we have faced little more than verbal abuse. And, most of the time, we enjoyed it. Campus conservatives prided themselves on having thicker hides than the whiny hodgepodge of special interests on the left. The left might glorify the politics of victimization, but not us. Liberals might feel "marginalized" by the slightest challenge, but not us.

There is a price to be paid for puckishly declaring that we are shocked—shocked!—at the "PC mentality." Conservatives are now committing themselves to an egalitarian intellectual order on campus, a moral smorgasbord in which every idea is worth consuming. Some conservatives may not mind that. Fine. But they should consider that when the day comes that conservative views prevail on campus (circa A.D. 2040), we will not want to be to hold our fire against the harebrained schemes of the fringe left.

No serious conservative advocates banning free speech on campus. Yet we have said often enough that the university is not just an empty shell—a repository for any mutant ideology that might choose to take up residence—but an organic institution meant to convey the traditions and values of our society from one generation to the next. Taken to its logical conclusion, this philosophy implies a kind of conservative PC order on campus—a canon of views endorsed and actively defended by the university.

There is a second, more troubling consequence of our phony war on political correctness. By focusing on the red herring issue of free speech, we are diverting attention from our once-serious intellectual assault on the pillars of academic radicalism, from quotas to a pablumized curriculum.

A stunning—if ephemeral—consensus has formed that the advocates of "sensitivity" towards gays, women, and minorities are seeking to impose their world view on the rest of us. Isn't the issue, them whether women and minorities deserve special preferences—whether, in short, the campus liberals are right? Shouldn't we be challenging the liberals' fallacious argument about rights rather than slipping past the real issue and broadly tarring our opponents for their transgressions against the First Amendment? (Since when did we become card-carrying members of the ACLU?)

Whatever advances we think we can make by bringing the media into our camp on free-speech grounds will surely be shortlived. There is a backlash looming. Sooner or later, group-thinking journalists will grow weary of the conventional wisdom they created. The pendulum will swing and the press will "reconsider" political correctness.

For once, they may be doing us a favor.

While an undergraduate at Princeton from 1985 to 1989, Robert K. Kelner co-founded and edited a conservative newspaper, the Princeton Sentinel, *and served as president of the campus Young Republicans. This article first appeared in* The Wall Street Journal *on December 26, 1991.*

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FOR THE FIRST THIRTEEN PAGES OF YOUR PAPER, YOU TALKED ONLY ABOUT WHITE EUROPEAN MALES, SHE SAID. HOW COULD YOU DO SUCH A THING?

of the nineteenth century, particularly in such apparently unrelated fields as geography and comparative literature. I then go on to argue that the appearance of such cultural disciplines coincides with a fully global imperial perspective, although such a coincidence can only be made to seem significant from the point of view of later history, when nearly everywhere in the colonized world there emerged resistance to certain oppressive aspects of imperial rule like theories of subject races and peripheral regions, and the notions of backward, primitive, or undeveloped cultures. *Because* of that native resistance—for instance, the appearance of many nationalist and independence movements in India, the Caribbean, Africa, the Middle East—it is now evident that culture and imperialism in the West could be understood as offering support, each to the other. Here I referred to the extraordinary work of a whole range of non-Western writers and activists, including Tagore, Fanon, C.L.R. James, Yeats, and many others, figures who have given integrity to anti-imperialist cultural resistance.

The first question after my brief resume was from a professor of history, a black woman of some eminence who had recently come to the university, but whose work was unfamiliar to me. She announced in advance that her question was to be hostile, "a very hostile one in fact." She then said something like the following: for the first thirteen pages of your paper you talked only about white European males. Thereafter, on page fourteen, you mention some names of Non-Europeans. How could you do such a thing?

I remonstrated somewhat, and tried to explain my argument in greater detail—after all, I said, I was discussing European imperialism, which would not have been likely to include in its discourse the work of African-American women. I pointed out that in the book I say quite a bit about the response to imperialism all over the world; that point was a place in my argument where it would be pertinent to focus on the work of such writers as—and here I again mentioned the name of a great Caribbean writer and intellectual whose work has special importance for my own—C.L.R. James. To this my critic replied with a stupefying confidence that my answer was not satisfactory since C.L.R. James was dead! I must admit that I was nonplussed by the severity of this pronouncement. James indeed *was* dead, a fact that needn't, to a historian, have made further discussion impossible. I waited for her to resume, hoping that she might expatiate on what she meant by having suggested that even in discussions of what dead white European males said on a given topic it was inappropriate to confine oneself to what they said while leaving out the work of living African-American, Arab, and Indian writers.

But she did not proceed, and I was left to suppose that she considered her point sufficiently and conclusively made: I was guilty of not mentioning living non-European non-males, even when it was not obvious to me or, I later gathered, to many members of the seminar, what their pertinence might have been. I noted to myself that my antagonist did not think it necessary to enumerate what specifically in the work of living non-Europeans I should have used, or which books and ideas by them she found important and relevant. All I had been given to work with was the asserted necessity to mention some approved names—which names did not really matter—as if the very act of uttering them was enough. I was also left unmistakably with the impression that as a nonwhite—a category incidentally to which as an Arab I myself belong—she was saying that to affirm the existence of non-European "others" took the place of evidence, argument.

It would be pointless to deny that the exchange was unsettling. Among other things I was chagrined at the distortions of my position and for having responded to the distortions so clumsily. It did not seem to matter that a great deal of my own work has concerned itself with just the kind of omission with which I was being charged. What apparently mattered now was that having contributed to an early trend, in which Western and European intellectuals were arraigned for having their work constructed out of the suffering and deprivations of so many people of color, I was now allegedly doing what such complicit intellectuals had always done. For if in one place you could criticize the exclusion of Orientals, as I did in *Orientalism,* the exclusion of "others" from your work in another place becomes, on one level, difficult to justify or explain. I was disheartened not because I was being attacked, but because the general validity of the point made in *Orientalism* still obtained and yet was now being directed at me. It was *still* true that various Others—the word has acquired a sheen of modishness that

WHEN I MENTIONED C.L.R. JAMES, MY CRITIC REPLIED WITH STUPEFYING CONFIDENCE THAT MY EXAMPLE WASN'T SATISFACTORY SINCE HE WAS DEAD.

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has become extremely objectionable—were being represented unfairly, their reality distorted, their truth either denied or twisted with malice. Yet instead of joining in their behalf, I felt I was being asked to get involved in an inconsequential academic contest. I had wanted to say, but didn't, "Is that all that matters about the issue of exclusion and misrepresentation—the fact that *names* were left out? Why are you detaining us with such trivialities?" To make matters worse, a few minutes later I was attacked by a retired professor of Middle Eastern studies, himself an Orientalist. Like me, he was an Arab, but he had consistently identified himself with intellectual tendencies of which I had always been critical. He now intervened to defend imperialism, saying in tones of almost comic reverence that it had accomplished things that natives couldn't have done for themselves. It had taught them, among other things, he said, how to appreciate the cuneiform and hieroglyphics of their own traditions. As he droned on about the imperial schools, railroads, hospitals, and telegraphs in the Third World that stood for examples of British and French largesse, the irony of the whole thing seemed overpowering. It appeared to me that

FOR HIS PART, THE ARAB PROFESSOR DRONED ON ABOUT THE LARGESSE OF THE BRITISH AND THE FRENCH IN THE THIRD WORLD.

there had to be something to say that surrendered neither to the caricatural reductiveness of the two positions by then arrayed against me, and against each other, nor to that verbal quality in each that was determined to remain ideologically correct and little else....

At the heart of the imperial cultural enterprise I analyzed in *Orientalism* and also in my new book, was a politics of identity. That politics has needed to assume, indeed needed truly to believe, that what was true about Orientals of Africans was *not* however true about or for Europeans. When a French or German scholar tried to identify the main characteristics of, for instance, the Chinese mind, the work was only partly intended to do that; it was also intended to show how different the Chinese mind was from the Western mind.

Such constructed things—they have only an elusive reality—as the Chinese mind or the Greek spirit have always been with us; they are at the source of a great deal that goes into the making of individual cultures, nations, traditions and peoples. But in the modern world considerably greater attention has generally been given to such identities than was ever given in earlier historical periods, when the world was larger, more amorphous, less globalized.

Today a fantastic emphasis is placed upon a politics of national identity, and to a very great degree, this emphasis is the result of the imperial experience. For when the great modern Western imperial expansion took place all across the world, beginning in the late 18th century, it accentuated the interaction between the identity of the French or the English and that of the colonized native peoples. And this mostly antagonistic interaction gave rise to a separation between peoples as members of homogenous races and exclusive nations that was and still is one of the characteristics of what can be called the epistemology of imperialism. At its core is the supremely stubborn thesis that everyone is principally and irreducibly a member of some race or category, and that race or category cannot ever be assimilated to or accepted by others—except as itself. Thus came into being such invented essences as the Oriental or Englishness, as Frenchness, Africanness, or American exceptionalism, as if each of those had a Platonic idea behind it that guaranteed it as

THERE HAD TO BE SOMETHING TO SAY THAT DID NOT SURRENDER TO THE CARICATURAL REDUCTIVENESS OF THE TWO POSITIONS ARRAYED AGAINST ME.

pure and unchanging from the beginning to the end of time.

One product of this doctrine is nationalism, a subject so immense that I can treat it only very partially here. What interests me in the politics of identity that informed imperialism in its global phase is that just as natives were considered to belong to a different category—racial or geographical—from that of Western white man, it also became true that in the great anti-imperialist revolt represented by decolonization this same category was mobilized around, and formed the resisting identity of, the revolutionaries. This was the case everywhere in the Third World. Its most celebrated instance is the concept of *négritude*, as developed intellectually and poetically by Aimé Césaire, Leopold Senghor, and, in English, W.E.B. DuBois. If blacks had once been stigmatized and given inferior status to whites, then it has since become necessary not to deny blackness, and not to aspire to whiteness, but to accept and celebrate blackness, to give it the dignity of poetic as well as metaphysical status. Thus *négritude* acquired positive Being where before it had been a mark of degradation and inferiority. Much the same revaluation of the native particularity occurred in India, in many parts of the Islamic world, China, Japan, Indonesia, and the Philippines, where the denied or repressed native essence emerged as the focus of and even the basis for, nationalist recovery.

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It is important to note that much of the early cultural resistance to imperialism on which nationalism and independence movements were built was salutary and necessary. I see it essentially as an attempt on the part of oppressed people who had suffered bondage of slavery, colonialism, and—most important—spiritual dispossession, to reclaim their identity. When that finally occurred in places such as Algeria, the grander nationalist efforts amounted to little short of a reconstructed communal political and cultural program of independence. Where the white man had once seen only lazy natives and exotic customs, the insurrection against imperialism produced, as in Ireland, for example, a national revolt, along with political parties dedicated to independence, which, like the Congress party in India, were headed by nationalist figures, poets and military heroes. There were remarkably impressive results from this vast effort at cultural reclamation, most of which are well known and celebrated.

But while the whole movement toward autonomy and independence produced in effect newly independent and separate states constituting the majority of new nations in the postcolonial world today, the nationalist politics of identity has nonetheless quickly proved itself to be insufficient for the ensuing period.

WELL BEFORE V.S. NAIPAUL, FANON ARGUED AGAINST THE POLITICS OF SEPARATISM THAT PRODUCED THE MOBUTUS, THE IDI AMINS, AND THE SADDAMS.

Inattentive or careless readers of Frantz Fanon, generally considered one of the two or three most eloquent apostles of antiimperialist resistance, tend to forget his marked suspicions of unchecked nationalism. So while it is appropriate to draw attention to the early chapters of violence in *The Wretched of the Earth*, it should be noted that in subsequent chapters he is sharply critical of what he called the pitfalls of national consciousness. He clearly meant this to be a paradox. And for the reason that while nationalism is a necessary spur to revolt against the colonizer, national consciousness must be immediately transformed into what he calls "social consciousness," just as soon as the withdrawal of the colonizer has been accomplished.

Fanon is scathing on the abuses of the postindependence nationalist par-

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ty, on, for instance, the cult of the Grand Panjandrum (or maximum leader), or the centralization of the capital city, which Fanon said flatly needed to be deconsecrated, and most important, on the hijacking of common sense and popular participation by bureaucrats, technical experts, and jargon-wielding obfuscators. Well before V.S. Naipaul, Fanon was arguing against the politics of mimicry and separatism that produced the Mobutus, Idi Amins, and Saddams, as well as grotesqueries and pathologies of power that gave rise to tyrannical states and praetorian guards while obstructing democratic freedoms in so many countries of the Third World. Fanon also prophesied the continuing dependency of numerous postcolonial governments and philosophies, all of which preached the sovereignty of newly independent people of one or another new Third World state, and, having failed to make the transition from nationalism to true liberation, were in fact condemned to practice the politics, and the economics, of a new oppression as pernicious as the old one.

At bottom, what Fanon offers most compellingly is a critique of the separatism and mock autonomy achieved by a pure politics of identity that has lasted too long and been made to serve in situations where it has become simply inadequate. What invariably happens at the level of knowledge is that signs and symbols of freedom and status are taken for the reality: You want to be named for the sake of being named and considered. In effect this really means that just to be an independent postcolonial Arab, or black, or Indonesian is not a program, nor a process, nor a vision. It is no more than a convenient starting point from which the real work, the hard work, might begin....

Let me return...to one of the intellectual debates that has been central to the humanities in the past decade, and which underlies the episode with which I began. The ferment in the minority, subaltern, feminist, and postcolonial consciousness has resulted in so many salutary achievements in the curricular and theoretical approach to the study of the humanities as quite literally to have produced a Copernican revolution in all traditional fields of inquiry. Eurocentrism has been challenged definitively; most scholars and students in the contemporary American academy are now aware, as they were never aware before, that society and culture have been the heterogeneous product of heterogeneous people in an enormous variety of cultures, traditions and situations. No longer does T.S. Eliot's idea of the great Western masterpieces enduring together in a constantly redefining pattern of monuments have its old authority; nor do the sorts of patterns elucidated with such memorable brilliance in formative works like *Mimesis* or *The Anatomy of Criticism* have the same cogency for today's student or theorist as they did even quite recently.

And yet the great contest about the canon continues. The success of Allan Bloom's *The Closing of the American Mind*, the subsequent publication of such works as Alvin Kernan's *The Death of Literature*, and Roger Kimball's *Tenured Radicals*, as well as the rather posthumous energies displayed in journals like *The American Scholar* (now a neo-conservative magazine), *The New Criterion*, and *Commentary*—all this suggests that the work done by those of us who have tried to widen the area of awareness in the study of culture is scarcely finished or secure. But our point, in my opinion, cannot be simply and obdurately to reaffirm the paramount importance of formerly suppressed or silenced forms of knowledge and leave it at that, nor can it be to surround ourselves with the sanctimonious piety of historical or cultural victimhood as a way of making our intellectual presence felt. Such strategies are woefully insufficient. The whole effort to deconsecrate Eurocentrism cannot be interpreted, least of all by those who participate in the enterprise, as an effort to supplant Eurocentrism with, for instance, Afrocentric or Islamocentric approaches. On its own, ethnic particularity does not provide for intellectual process—quite the contrary. At first, you recall, it was a question, for some, of adding Jane Austen to the canon of male Western writers in humanities courses; then it became a matter of displacing the entire canon of American writers like Hawthorne and Emerson with best-selling writers of the same period like Harriet Beecher Stowe and Susan Warner. But after that the logic of displacement became even more attenuated, and the mere names of politically validated living writers became more important than anything about their works.

I submit that these clamorous dismissals and swooping assertions are in fact caricatural reductions of what the great revisionary gestures of feminism, subaltern or black studies, and anti-imperialist resistance originally intended. For such gestures, it was never a matter of replacing one set of authorities and dogmas with another, nor of substituting one center for another. It was always a matter of opening and participating in a central strand of intellectual and cultural effort and of showing what had always been, though indiscernibly, a part of it, like the work of women, or of blacks and servants—but which had been denied or derogated. The power and interest of—to give two examples particularly dear to me—Tayib Salih's *Season of Migration to the North* is not only how it memorably describes the quandary of a gifted young Sudanese who has lived in London but then returns

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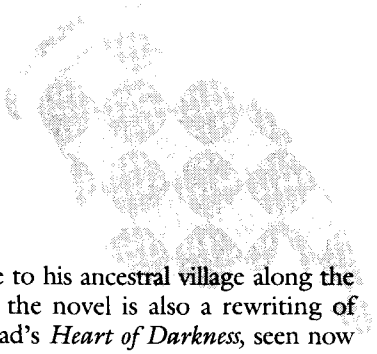

home to his ancestral village along the Nile; the novel is also a rewriting of Conrad's *Heart of Darkness*, seen now as the tale of someone who voyages into the heart of light, which is modern Europe, and discovers there what has been hidden deep within him. To read the Sudanese writer is of course to interpret an Arabic novel written during the late sixties at a time of nationalism and a rejection of the West. The novel is therefore affiliated with other Arabic novels of the postwar period including the works of Mahfouz and Idriss; but given the historical and political meaning of a narrative that quite deliberately recalls and reverses Conrad—something impossible for a black man at the time *Heart of Darkness* was written—Tayib Salih's masterpiece is necessarily to be viewed as, along with other African, Indian, and Caribbean works, enlarging, widening, refining the scope of a narrative form at the center of which has heretofore always been an exclusively European observer of consciousness.

There is an equally complex resonance to Ghassan Kanafani's *Men in the Sun*, a compelling novella about the travails of three Palestinian refugees who are trying to get from Basra in Iraq to Kuwait. Their past in Palestine is evoked in order to contrast it with the poverty and dispossession of which they are victims immediately after 1948. When they find a man in Basra whose occupation is in part to smuggle refugees across the border in the belly of his empty watertruck, they strike a deal with him, and he takes them as far as the border post where he is detained in conversation in the hot sun. They die of asphyxiation, unheard and forgotten. Kanafani's novella belongs to the genre of immigrant literature contributed to by an estimable number of postwar writers—Rushdie, Naipaul, Berger, Kundera, and others. But it is also a poignant meditation on the Palestinian fate, and of course eerily prescient about Palestinians in the Gulf crisis. And yet it would do the subject of the work and its literary merit an extraordinary disservice were we to confine it to the category of national allegory, to see in it only a mirroring of the actual plight of Palestinians in exile. Kanafani's work is literature connected both to its specific historical and cultural situations as well as to a whole world of other literatures and formal articulations, which the attentive reader summons to mind as the interpretation proceeds.

JUST TO BE AN INDEPENDENT, POST COLONIAL ARAB, OR BLACK OR INDONESIAN, IS NEITHER A PROGRAM NOR A VISION.

The point I am trying to make can be summed up in the useful notion of worldliness. By linking works to each other we bring them out of the neglect and secondariness to which for all kinds of political and ideological reasons they had previously been condemned. What I am talking about therefore is the opposite of separatism, and also the reverse of exclusivism. It is only through the scrutiny of these works *as* literature, as style, as pleasure and illumination that they can be brought in, so to speak, and kept in. Otherwise they will be regarded only as informative ethnographic specimens, suitable for the limited attention of experts and area specialists. *Worldliness* is therefore the restoration to such works and interpretations of their place in the global setting, a restoration that can only be accomplished by an appreciation not of some tiny, defensively constituted corner of the world, but of the large, many-windowed house of culture as a whole. LF

Edward W. Said's most recent book, Musical Elaborations, *was published by Columbia University Press. His autobiography is forthcoming from Knopf in 1992. A longer version of this essay first appeared in* Raritan *last summer.*

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FEATURE

CYBERLIBRARIES

BY ERIK DAVIS

hermes@educom.quu.lunaQ

MENTOR H: As per your net directive (4.13.56), I have researched the major academic data nodes of the last decade of the twentieth century, "libraries." Amazing blab. Infotech had already begun replacing yellowed, crumbling paper "card" catalogues, but researchers still worked with physical collections of yellowed, crumbling codexes known as "books," objects mysteriously linked to anachronistic notions of "truth." Research involved movement through space and competition over possession of book-objects. Data-surfing was limited to keyword searches. Info-agent tasks were performed by "humans," typically shy individuals obsessed with "status" and the lack thereof. They didn't even have data implants in their skulls! SIGN-OFF, LUNA Q.

DO LIBRARIANS DREAM OF ELECTRIC BOOKS?

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Science fiction? Sure, but in an age of DNA fingerprinting, virtual reality, and a Michael Jackson who grows paler by the video, even science fiction isn't as fictional as it used to be. Besides, when it's information technology that's dissolving our picture of the leatherbound, wood-desked university library into a shimmery haze of pixeled surfaces, an active imagination seems called for.

So let's just sit back, slip on our information gloves, and plunge into the future of libraries. In one scenario, librarians will act as navigators on the seven cyber-seas of information, helping scholars surf monstrous flows of multimedia, full-text data pumped out from databases networked across the globe. In another, librarians will kill the book, sell themselves off to the private sector, and end up as pawns in the corporate battle for global information control. Reality will probably lie somewhere in between. But however the story ultimately goes, we've got to get ready, because more and more technological bombshells are scudding our way every day. "We are in an information explosion," as one director of a university library's user education program puts it, "and librarians are right in the center of it."

The future, of course, is already with us. Across the country, computerized citation catalogues have supplemented or replaced card catalogues, while more than 200 online catalogues are available over Internet, the largest university data network. Reference sources and indexes ranging from the OED to Monarch Notes are available on interactive CD-ROMs, in which up to 275,000 pages of text take up the same amount of space as Paula Abdul's latest warblings. Expensive online databases like DIALOG hook up users with tidal waves of raw data, ranging from patent information to yesterday's news. Electronic publishing has begun chipping away at the journal; publications such as *New Horizons in Adult Education* and *Postmodern Culture* are already being issued in cyberspace, and one estimate holds that between 15 and 20 percent of scientific periodicals may be electronic by the mid-1990s. Only the book remains obstinately a *thing*—and as time frays it into fragments, it too is being transferred to rolls of film and shiny disks: Forty-five percent of the books at Yale's Sterling Memorial Library, for example, are so brittle that they will be out of commission before the year 2000. In short, libraries are beginning to dematerialize into ghostly data-nodes, characterized less by the breadth of their collections than by the depth of their access.

For the individual user, the library environment—once a broad, softly lit room strewn with bookshelves, ladders, and even couches—has been telescoped down to a single chair before a single screen. Inside that small plastic frame, however, lurks an immense field of data that is expanding like never before—the total amount of information now doubles roughly every seven years. And it is to librarians that researchers will have to turn in order to manage the glut.

Research librarians have obviously always served as "information navigators." In the years ahead, however, they will have to become much more sophisticated, not just technically but conceptually. While they learn to think not just about but through the new machines, brainier built-in search programs may take on some of their tasks. User-friendly systems connected to databases running on various doses of artificial intelligence will answer students' questions and lead them through the labyrinth of sources—all "with infinite patience, no raised eyebrows, and no time out for coffee breaks," as Evan Farber, Earlham College librarian and a leading proponent of the technolibrary, puts it.

But some librarians continue to raise a skeptical eyebrow at the screen. After all, the monitor coughing up the latest articles on the social implications of retrovirus gene therapy is practically the same object that serves up MTV jiggle and Nintendo death rays. With its aura of instantaneous data and psychic control, the screen has mutated into technology's erotic skin, emanating the sort of mind-bending magic that's been warping human perspective since the television invaded the living room.

"The mystical nature of the computer leads people to believe that there's a lot more in it than there actually is," says Elaine Harger, librarian of Empire State College's School of Labor Studies and managing editor of the journal *Progressive Librarian*. "Here's this small box and there's all this stuff in it and it's hooked up to the rest of the world and all this information is flowing into it. But if people can't find something in the computer, they don't think it's there."

Perhaps the hardest task librarians will face will be to keep information's backwater channels open and navigable. One way to do that would be to broaden user education beyond computer literacy to what University of Colorado Library Director Patricia Senn Breivik and University of Colorado President E. Gordon Gee call "information literacy" in their book of the same title—not just technical training but tactics for maneuvering through swamps of source material, and tools to evaluate the data dredged up. Passing on this kind of "meta-information" is what librarians and scholars have been up to all along, anyway. "The reason a sophisticated scholar can go through the literature much more intelligently than a student can is because that scholar has, over the years, developed filters that identify worthwhile individuals and that filter out unimportant journals," says Farber. "What librarians are going to have to do is help people who haven't developed those filters."

One school that's already fitted those filters over its informational tap is Ohio State University, which recently installed an electronic catalogue called the Gateway to Information. Gateway is the kind of program technophiles like to point to when making their case. Proceeding from a particularly smooth and helpful interface, Gateway guides the user from the general topic to the specific citation, including full-text encyclopedia

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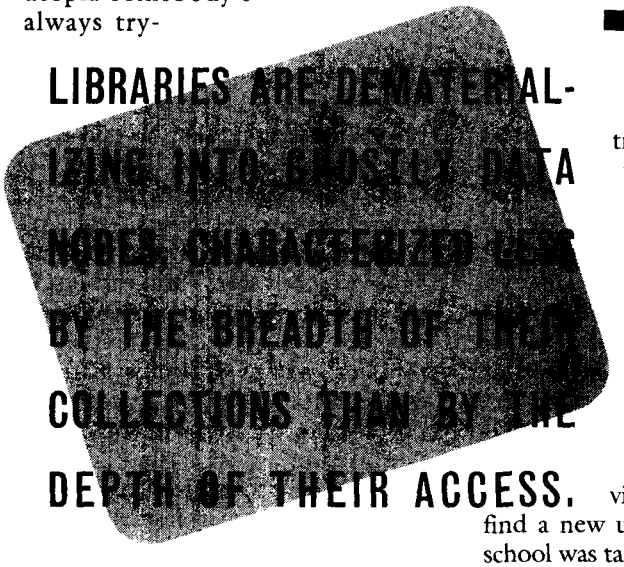
entries and all kinds of source material. Ohio has just implemented an evaluations feature for Gateway, which helps people assess a citation's value by checking copyright dates, book reviews, and journal overviews. "What we're trying to do is get the user to understand that finding the information is just one step," says Ohio State librarian Virginia Tiefel. "Gateway is trying to instill critical thinking into the student's information-seeking habits."

A digitized library that instills critical thinking skills in college students even as America's high schools coast into chaos is, of course, yet another version of the technological utopia somebody's always trying to sell us. Visionary or not, it certainly sounds better than the other explanation for why librarians are rushing to embrace information technologies: prestige. The image of infosurfers hot-dogging the data waves is a perfect tonic for a profession widely perceived as meek and dull and an occupation whose worst hazard may be the sexist stereotype of the bespectacled female book squirrel who couldn't cut it as an English teacher. "Librarians are very insecure," says William Wisner, a reference librarian at Laredo State University. "They have embraced technology as a way of revitalizing what is really a rather minor rung on the academic ladder."



Machines may have seduced librarians, but they may also give them more power. Information workers have already begun to move beyond the library proper, following the path of computer systems as they worm their way into every nook and cranny of university life. And librarians' technical skills are likely to make faculty more dependent on them; their role as information pedagogues may even draw them one step closer to status associated with the professoriat. As they gain authority, however, librarians are in danger of losing touch with the basic values—ethical and scholarly—that made them librarians in the first place.

That librarians are undergoing an identity crisis is perhaps best illustrated by the disarray of their training institutes. Since 1978, more than a dozen library schools, including those at Case Western and Chicago, have closed. Columbia University withdrew its support for its once-renowned School of Library Service in 1990, leaving it to find a new university sponsor. (The school was taken over in December by the City University of New York; it will move to CUNY's midtown graduate center in July, across the street from the New York Public Library, which will house the school's collection.) Some of this onslaught can be blamed on the recession; the budget squeeze is on, and small professional schools that lack cachet and rich alumni are out of luck.

But the profession may also be dissolving into other fields. In one suggestive name change, Syracuse redubbed its School of Library Science the School of Information Studies. As the ever-pessimistic Wisner puts it, "by so thoroughly embracing the computer, librarians diminish the field, because it begins to more and more resemble things like computer science, records management, and communications. They are sealing their own fate, because they are giving away the keys to the kingdom."

What exactly is being handed over? Maybe both the past and the future. As strapped library budgets are committed to machines, CD-ROMs, and online access fees, print and other traditional investments will suffer. Personal computers may be agents of democratization, but institutional computer systems are much trickier. After this generation is through celebrating the unaccustomed freedom associated with data flow, the next is likely to look around and find itself enslaved in an electronic sweatshop, in thrall to data entry, production quotas, management supervision, and the kind of drudgery generally associated with copy shops. Constant software upgrades, incompatible formats, and the lack of standardization of CD-ROMs and online software already spell major headaches. "The computer is not really benign," says Wisner. "You have to feed it and care for it. It's a useful machine, but my day is given over more and more to [it], and other tasks that are very important get put on the back burner. I have less time to look through the reference collection, or turn over a book and see what we've got, or see what books are coming in."

Neo-Luddite librarians see their colleagues' love affair with infotech as a slaughter of the innocents. The major players in upgrading the library are unlikely to give a second thought to education or access. The Reagan era witnessed a massive transfer of data from the public sphere to private vendors—enterprises lacking even the cursory commitments to the social good that publishing giants used to be forced to mouth every now and again. These are the forces that will increasingly determine not only what information is "valuable" but who can afford it. One example is the Electronic Dissemination of Information database of the U.S. Department of Agriculture, which distributes news updates, commodity reports, and economic and statistical information—a crucial service for data-hungry farm-

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ers. Up until 1985 the database was carried by a not-for-profit group based at the University of Nebraska for 50 cents a minute and $50 a year. As a result of OMB guidelines issued that year, the service is now sold by a private vendor, who charges $45 an hour and $1,800 a year.

More insidiously, many university libraries have begun to follow the public library's bad example: They now charge fees for database searches, fees priced so high only businesses could afford them. The University of Michigan, for example, bills the public $60 an hour for a librarian's time and connection fees of up to $300 on top of that; Rice University's librarians cost $65 an hour, and also charge connection fees.

Charging fees for information—particularly for government information—runs directly counter to American Library Association policy; a 1977 ALA resolution calls the practice "discriminatory," and a 1991 report from the ALA's freedom-of-information roundtable states outright, "Access to government information is a public right that must not be restricted by administrative barriers, geography, ability to pay, or format." As money grows tighter, these libraries will increasingly devote themselves to their business clients, not the general public, or even campus users—a practice that subverts the whole democratic idea of the library and widens the gap between elites and proles in an information economy.

THE IMAGE OF INFOSURFERS HOTDOGGING THE DATA WAVES IS THE PERFECT TONIC FOR A PROFESSION WIDELY PERCEIVED AS MEEK, BESPECTACLED, AND DULL.

Historians of technology have long argued that computer technology is no more value-neutral a tool than the railroad or assembly line (or printing press, for that matter). Harger points out that the people who assemble multimedia educational software packages "have their own educational or politcal agenda. They're going to include or exclude whatever they think is appropriate." Radicals and wackos of various stripes may feel free to cruise the nomad zones of computer networks, but the CD-ROM-dependent masses are going to miss out on a lot of obscured information.

This game of hide-and-seek is

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already being played in the seemingly uncontroversial domain of catalogue subject headings. Ever since libraries started sharing electronically distributed Library of Congress cataloguing information (through groups such as the Online Computer Library Center, the country's largest bibliographic database, and the Research Libraries Information Network, which will soon fold into the OCLC), less cataloguing has occurred at individual libraries, with their own quirky needs and priorities, and more in Washington. But text headings can "disappear" a book or article almost as quickly as misplacement on the shelves. Harger, who as an archivist of labor history is sensitive to the issue of buried or suppressed literature, cites a case study of economic development in a Caribbean country whose major export was bananas. "The only subject heading given was the banana industry," she complains. "The name of the country wasn't in there, nor was the fact that the banana workers were in a union, or that the book was a case study of economic dependency."

Meanwhile, even as you read this, Gutenberg is spinning in his grave faster than a CD. The information explosion may have ratcheted up the sheer number of printed texts, but the Book as an ideological, economic, and scholarly entity is wheezing hard. New books, *qua* books, seem almost after the fact: Texts generated on word processors, they're sent via modem to a publisher's computers, prepared as digital objects, and only then printed. To be quoted, which will soon probably mean to be searched with keywords, they will most likely have to be returned to digital form.

Bible-thumpers aside, no one clutches the books tighter to his or her chest than an academic. If the university operates under an ideological gold standard, then libraries are its Fort Worth, and as new forms of information and information production replace the precious volumes in their vaults, our entire concept of intellectual value goes up for grabs. The dissolution of the book into fields of data and flashier media also signals a more serious mutation: that of the classic Western model of the self. Book covers are the boundaries within which the subject tells its story to itself, and those boundaries, those walls of skin, are becoming something else: screens, pixels, hazy lines of resolution.

In the humanities, technohip scholars are rewriting the book on the Book. The University of Illinois's Project Gutenberg, which aims to convert 10,000 useful texts to electronic text by the year 2000, is only one of more than 300 projects committed to producing electronic, searchable texts, ranging from Middle Eastern literature to *Alice in Wonderland*. At Dartmouth, the Dante Project, a database that compiles six centuries of Dante commentary, functions as what one proponent calls a "textual chainsaw," hacking pathways through the brush of scholarly research in a matter of minutes.

BY SO THOROUGHLY EMBRACING THE COMPUTER, "LIBRARIANS ARE SEALING THEIR OWN FATE, BECAUSE THEY ARE GIVING AWAY THE KEYS TO THE KINGDOM."

As the Dante Project demonstrates, the Great Books are not being ignored; they are slowly being transformed into electronic clusters where the work is increasingly embedded in its commentary, the site of an emergent mode of textual interaction that combines reading, searching, linkage, and analysis. Traditional scholars may object that all this is science fiction and that search technology is only a matter of upgrading speed and efficiency. But every time a scholar, or a minister for that matter, keywords through the Bible and collects those passages, she's writing a new book. Any Gutenberg fan will tell you that an alteration in the formal parameters of text transforms the process of engaging that text, and hence the social meanings and institutional and intellectual forms that emerge from that dialogue.

For a glimpse of this new text, let's open up the three-dimensional holographic Bible from sci-fi writer Philip K. Dick's *The Divine Invasion*: "[The] Bible [was] expressed as layers at different depths within the hologram, each layer according to an age. The total structure of Scripture formed, then, a three-dimensional cosmos that could be viewed from any angle and its contents read. According to the tilt of the axis of observation, different messages could be extracted. ... It became a wondrous work of art, beautiful to the eye, and incredible in its pulsations of color. ... If you learned how, you could gradually tilt the temporal axis, the axis of true depth, until successive layers were superimposed and a vertical message—a new message—could be read out. In this way you entered into a dialogue with Scripture; it became alive."

As Dick goes on to observe, there's nothing new in these formally self-conscious readings. Medieval cabbalists did things to text that would blow a Derrida clone's mind. If Dick seems over the top, tune in to Ted Nelson, a verteran software designer at Xandu Operating Company and the father of hypertext. One of the computer world's few true visionaries, Nelson has spent his life trying to boot up a radical hypertext universe called Xanadu. In its simplest form, hypertext refers to nonsequential writing, but it

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also implies a decentralized and evolving network of connections between documents, found in a simple form in Apple's Hypercard filing system. In Xanadu, all multimedia documents are embedded within other documents, and the golden rule is that anything you can do to a text can be done to yours—all files can be read, cribbed, commented upon, rewritten, and linked to any other document. Like a database, Xanadu would store information; like an electronic bulletin board, it would encourage controversy and exchange; like a journal, it would publish works; like Hypercard, it would link documents into dynamic webs. Xanadu is a complex system, and Nelson has carefully worked through the thorny issues of royalties, fees, and attribution. But more important, Xanadu would be the site of both a culture and a new mode of literature, what Nelson once called "the book held open."

Lack of linear narrative. Decentralized networks. Radical heterogeneity. Dead books. Authors not only dead but cannibalized. Sound familiar? It's no accident that many of the issues first generated in the realm of "theory" are being hardwired into the machines. In their forward to *Thousand Plateaux* (the second volume in their magnum opus *Capitalism and Schizophrenia*) Gilles Deleuze and Felix Guattari suggest that the book is bound up with the image of the tree, a fundamental structure of hierarchical branches and roots that undergirds much Western thought and culture. Bored with this, the authors advocate (and produce) a rhizome, a proliferation of nodes and subjects, nomadic meanings, random citations, and unforeseen connections. In other words, they grow a hypertext.

Even as poststructuralism wanes, hypertextual and other nontraditional modes of analysis will emerge for one simple reason: They're fun. As Richard Lanham asks in his essay "The Electronic Word," if you were an undergrad given a CD-ROM of *Paradise Lost,* "Wouldn't you begin to play games with it?" Lanham hopes that "the pixeled word" will effect an "Ovidian" transformation of literature and the humanities, dissolving disciplinary boundaries, transforming texts into video and sound, and eroding the notion of the written word as some kind of transparent window onto truth. Refusing either "Arnoldian Sincerity" or "Deconstructive Despair," Lanham asserts that "we cannot preserve Western culture in a pickle" and that "[it] must be re-created in the technologies of the present."

Though Lanham doesn't mention it, it seems significant that many of those who are already chopping up that Western dill are feminists, gays and people of color, all of whom are driven by their distrust of the Western logos to reinvent modes of research and intellectual engagement. While the multicultural ranks have their share of Luddites and essentialists, the perverse possibility exists that avant-garde technology—heretofore the plaything of the West's privileged elite—will help people reclaim and recreate autonomous cultural space. The canon fetishists get to squeeze every hermetic linguistic pattern out of *Moby Dick.* The canon busters can follow the lead of already extant neopagan electronic cabals and alternative political data networks (like the leftie bulletin board PeaceNet) into the frontiers of cyberspace.

What does all this have to do with libraries? The library will be a major petri dish for new academic technologies of study and subject, and librarians will be the wizards if they're wise enough. More significant, though, is the fact that librarians are, as Wisner words it, the "last licensed generalists in academe." As theoretical and technological pressures create an increasingly complex interdisciplinary environment, librarians can be more than techno-wizards. They can help found and manage new modes of communication and thought that will abolish disciplinary borders as surely and successfully as transnational corporations will soon render obsolete the concept of the nation-state. Some would object that the new technology only furthers the trend to hyperspecialization. But if scholars insist on digging their holes deeper, more power to the librarians, who hold the keys to an increasingly synthetic knowledge.

Erik Davis writes for the Village Voice, Spin, *and* Gnosis.

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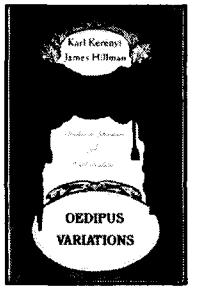

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RESEARCH FILE

DOCUMENTS IN SEARCH OF SCHOLARS

THE COOKBOOK COLLECTION, SCHLESINGER LIBRARY, RADCLIFFE COLLEGE

Self-consciously authoritative and helpful, cookbooks try to stir up ideas. What can we learn from them? How to make a ragout. What the pilgrims ate, or what hostesses in the 1950s thought the pilgrims ate, or what the hostesses thought they themselves would have liked to eat themselves had they been pilgrims. How to cure an ague. How to cook an ostrich. How to oversee a staff of servants, grill a lonely bachelor chop, improvise a banquet from leftovers.

The 9,000 volumes in the Schlesinger collection of cookbooks, however, have more to tell than the sum of their recipes. Ethnobotanists can turn to them to track the course of a vegetable—the yam, say, or broccoli—across continents, populations, and decades. Social historians in search of data about women's lives, class relations, or changing domestic technology will find much meat in the collection, as will psychologists, food writers, and anyone else interested in the place where the imagination meets the belly.

According to Barbara Haber, the librarian who oversees it, the cookbook collection sprouted from a cluster of etiquette books at the root of the library assembled by the eponymous Schlesingers. Indeed, many of the older volumes, dating from the seventeenth century, contain rules of conduct as well as cuisine. They also provide precise, even bossy advice about how to run a household—no mean task in the days before Electrolux, when the housewife, her maids, and her daughters made every stitch worn or used in the household, every bite eaten, every gulp of beer. Not even water could be taken for granted; it had to be lugged, heated, hoarded, and distinguished (rainwater, for example, was best for washing clothes and hair). A good cookbook gave recipes for soaps and insecticides, china glue, whitewash, medicine.

The Queen-like Closet, or Rich Cabinet, published in England in 1675, offers a recipe for "The Cock Water, most delicate and precious for restoring out of deep Consumptions, and for preventing them, and for curing of Agues, proved by myself and many others." The author advises her readers to "Take a Red Cock, pluck him alive ... put him into an ordinary Still with a Pottle of Sack, and one quart of Milk new from a red Cow," proving that people 300 years ago understood the medicinal value of chicken soup.

The collection is geographically as well as historically diverse; some 60 percent of the books are American, while the rest come from every populous continent. Anthropological studies, like Thomas Vennum Jr.'s 1988 *Wild Rice and the Ojibway People,* provide culinary portraits of recipe-nonliterate cultures. The library houses an important collection of Chinese cookbooks, the gift of Grace Chu, which, though exhaustive, is surprisingly small (between 300 and 500 volumes) because much traditional Chinese cooking was passed on only orally.

Many of the American volumes are community or charity cookbooks, which local women's organizations since the Civil War have been putting together to raise money. These homey pamphlets, often stapled or spiral bound, give a grass-roots view of regional American cooking and a taste of the kind of charitable enterprises American women have cobbled together. The cream of the crop includes *Carolina Coastal Cooking,* sold in 1958 to benefit a hospital; the 1963 *Faculty Wives Cook Book,* from Albany, New York; works by Junior Leagues from Pasadena, California, to Wichita Falls, Texas; the 1966 *Brooklyn Heights Cookbook,* which reflects the borough's ethnic lumpiness in its melting pot of recipes for Italian this, Korean that, Swedish

WHAT MISS MUFFET ATE

CURDS AND WHEY

INGREDIENTS
A very small piece of rennet
1/2 gallon of milk

MODE—Procure from the butcher's a small piece of rennet, which is the stomach of the calf, taken as soon as it is killed, scoured, and well rubbed with salt, and stretched on sticks to dry. Pour some boiling water on the rennet, and let it remain for 6 hours; then use the liquor to turn the milk. The milk should be warm and fresh from the cow: if allowed to cool, it must be heated till it is of a degree quite equal to new milk; but do not let it be too hot. About a tablespoonful, or rather more, would be sufficient to turn the above proportion of milk into curds and whey; and whilst the milk is turning, let it be kept in rather a warm place.

TIME.—From 2 to 3 hours to turn the milk. Seasonable at any time.

From Mrs. Beeton's *Book of Household Management* (1861)

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something else. Many come from the collection of food writer Sophie Coe, but Haber also collects them from the organizations themselves. She tries to encourage the women to be informative and regionally authentic. "'Please, please, ladies,' I tell them, 'let us know a little about yourselves and your group,'" she says. ""Don't be the cake-mix capital of the world.'"

Haber is not only a librarian, but also a passionate amateur cook. You can tell by the pilot lights in her eyes, which flare to high when she talks about the current books in the collection and the culinary luminaries, such as M.F.K. Fisher and Julia Child, who have given their books and papers to the library. Because so many of the acquisitions are bequests, or gifts from chefs who need more counter space, much of the collection has seen active service. "We try not to accept dirty books," says Haber, refering not to pornography but to butter stains.

The books are shelved by region, by device (microwave, chafing dish, barbecue, blender), by ingredients, by occasions. There are macho manuals from the fifties, reassuring men that the culinary arts aren't just grill stuff, and cooking-school textbooks from the heyday of home economics, with their finicky measurements and their introductions giving the chemical formula for proteins. The shelves bubble with health concerns, fads, and fears; with such words as "light," "natural," "milk-free," and "cancer"; there's even a volume called *Cooking as Therapy.* And salted away among the baking books is Sylvester Graham's 1837 *Treatise on Bread, and Bread-Making,* in which the stern godfather of the graham cracker raves about the anaphrodisiac benefits of "innutritious matter," by which he apparently means roughage. An 1886 manual on confectionary warns against dyes commonly used in candy: "oxide of copper; brown oxide of lead, massicot, or yellow oxide of lead; vermilion, or sulphuret of mercury; gamboge; chrome yellow, which consists of two poisonious substances —oxide of lead and chromic acid; Naples yellow, a compound of lead and antimony; Scheele's green, a deadly poison, composed of arsenic and copper; verdigris, or acetate of copper; and white lead in all its varieties." And you were worried about red dye #2!

Whether you're trying to discover the diet of a Georgia slave, studying the history of the eggplant, hunting for tasteful food writing in many tongues, or you just need a decent fondue recipe, the Schlesinger collection merits a long visit. But make sure you don't go on an empty stomach.

—Polly Shulman

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Letters

Continued from page 3

First some facts: As I spelled out twice to him on the phone, it is not simply that "both [regularly nominated] professors recently served on the APA's nominating committee," rather that both were the immediate outgoing members of this committee, which nominates its own successors as well as candidates for president and director. Translation: The two were nominated for president by a committee whose six members had all been nominated by that committee while both professors were on it. Beyond this is the detailed argument I gave that "the electorate was not given a breadth of choice": Both candidates were less senior and distinguished than Ludwig Koenen (the write-in presidential candidate), both teach at elitist East Coast colleges, and both do similar kinds of work.

A new fact: Koenen and I both won the election, but that presumably merely indicates to some how antique we all are here—not just here at "conservative and cloistered Harvard"—but throughout the country. In fact the legitimate response to the election results can only be that a democratic process has exposed the maneuvering of a group as out of step with the rank and file.

A few more facts: Richard Thomas "rallied the most classical scholars" around his casus belli. The identity of the petitioners is confidential and is known only to some of the signatories and to the secretary-treasurer of the APA. We are elsewhere told that in the perspective of some feminists, "the APA has been dominated by Old World men, and what progress there's been in the field—women's studies, linguistics, and such still have a novel feel—has only come after a long struggle." Had Wyman any knowledge of philology or of the supposedly more au courant linguistics, he would know that the history of the latter, for the greater part of its life, is indistinguishable from that of the former. But it has nothing particularly to do with women's studies or with the issue under discussion. It rather looks as if Wyman's sources identify progress with whatever it is they hope will be recognizable as their own trademarks.

And while Wyman may be shaky on facts, he is apparently an astute psychologist: "And there was still more to gall the old guard"; "also significant in some of the organization's snootier circles"; "Is it male hysteria?" On this last point, after the election results, some will perhaps still prefer to think in terms of "male hysteria," but let me quote from the election manifesto of another candidate, the cochair of the Classical Lesbian and Gay Caucus, himself a write-in, to whose candidacy Professor Judith Hallet did not object: "[It] challenges us either to quit the APA and form our own organization or to start taking steps to capture the leadership of the APA and make over the Association in the image of our own ideals and values." The write-in was merely a response.

Now, on the level of uninformed journalistic bias: Contrary to Wyman's implications, the Virgilian scholarship at "conservative" Harvard, including my own, has been described as having affinities to the radical politics of the sixties, while the attack on such scholarship has been linked to the "New Right." In the present context, however, if "conservative" means "unwilling to hand one's field over to special interest groups," then the charge perhaps sticks. An unnamed "young" (code for "sensitive," "nonhysterical") scholar finds the write-in "unnecessary and somewhat distasteful," whereas a majority of the APA seems to have found it necessary and to their taste. I, by the way, am "younger" than any of the persons mentioned by name in the article, and since I am three times throughout the article identified as part of the "old guard," let me also note that I was heavily involved in New Zealand against the Vietnam War and ties to South Africa.

Another unnamed figure, now a "prominent male classicist," finds the write-in to be "simply male hysteria." The fact is that the signatories were women as well as men.

Richard F. Thomas, *Professor of Greek and Latin, Harvard University*

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CREDENTIALS, PLEASE III

A continuation of our foreign credentials guide. Here is the Pacific rim.

LEVEL	STAGE	PREREQUISITE	REQUIREMENTS	DIPLOMA/DEGREE
AUSTRALIA				
Primary			6 years	
Secondary			6 years + exam	School leaving certificate
Higher	(1)	School leaving certicate	3 years	Bachelor's (Pass)
			4 years	Bachelor's (Honours)
	(2)	Bachelor's (Pass)	2 years	Master's
		Bachelor's (Honours)	1 year	Master's
	(3)	Bachelor's (Honours)	3 years + thesis	Doctor of Philosophy (Ph.D.)
		Master's	2 years + thesis	Doctor of Philosophy (Ph.D.)
	(4)	Doctor of philosophy	Original, substantial publication	Higher doctorate (DLitt, DSc, DMus)
INDIA				
Primary + Secondary			11–12 years	Higher secondary-school certificate
Higher	(1)	Higher secondary-school certificate	3–6 years	Bachelor's
	(2)	Bachelor's	2–3 years	Master's
	(3)	Master's	2 years + thesis	Doctor of philosophy
	(4)	Doctor of philosphy	3 years	DSc or DLitt
JAPAN				
Primary			6 years	
Secondary			6 years	Secondary school leaving certificate
Higher	(1)	Secondary school leaving certificate + entrance exam	2 years general + 2 years specialized study	*Gakushi*
	(2)	*Gakushi*	2 years + thesis + exam	*Shushi* (Master's)
	(3)	*Shushi* + exam	at least 3 years + thesis + exam	*Hakushi* (Doctorate)
KOREA				
Primary			4 years	
Secondary			7 years	Secondary school leaving certificate
Higher	(1)	Secondary school leaving certificate	4–5 years	Professional qualification
	(2)		2–4 years + period of research	Doctor's degree
PEOPLE'S REPUBLIC OF CHINA				
Primary			6 years	
Secondary	(1)		3 years	
	(2)		2 years [rural areas] 3 years [urban areas]	
Higher	(1)	National entrance examination	4 years	Bachelor's
		[During Cultural Revolution no degrees higher than Bachelor's were awarded to students]		
	(2)	Bachelor's + graduate entrance exam	2–3 years + thesis	Master's [First introduced in 1978]
	(3)	Master's	3 years + thesis	Doctorate [First introduced in 1982]
TAIWAN/REPUBLIC OF CHINA				
Primary			9 years	
Secondary		Entrance exam	3 years	
Higher	(1)	United college entrance exam certificate + exam	4 years	Bachelor's
	(2)	Bachelor's	2 years + thesis	Master's
	(3)	Master's	2–3 years + dissertation	Doctorate

CORRECTION to "Credentials, Please II" in our December, 1992 issue: For University of Dublin, only the M.A. degree is honorary. Both the M.Litt and the M.Phil. require 1-2 years of study, and an examination, and/or the completion of a thesis.

Research assistance: Mark Butler. Invaluable advice: Miriam Assefa, World Education Services, NYC.

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Chicago, U of	Nuckolls, Janis	Indiana, Blmngtn	IN
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NCarolina, ChplH	Taylor, Joanne	East Texas S U	TX
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Northwestern U	Bernal, Victoria	UC Irvine	CA
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Stanford U	Starn, Orin	Duke U	NC
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CUNY, Hunter C	Flash, Anne	Trinity C	CT
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THIS ISSUE: ANTHROPOLOGY THROUGH GERMAN. NEXT ISSUE (APR.-MAY): HISTORY, LINGUISTICS, MUSIC, MIDDLE EAST & AFRICAN, ORIENTAL LANGUAGES, PHILOSOPHY, POLITICAL SCIENCE, RELIGION, RUSSIAN/SLAVIC, SOCIOLOGY, AND SPANISH/PORTUGUESE.

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The tables should be read as follows: the institution in the third column hired for the first time the individual in the second column to a full-time junior position. (It may not be the first junior position the individual has gotten.) The individual received graduate training at the institution in the first column.

Information about graduate training was obtained either from the hiring institution or from the individual. This information has not be double-checked with each training institution. **"N/A"** means this information was not available at press time.

Where we have a campus name (*e.g.* "Illinois, Urbana"), we use it. But someone trained there might just as well be listed under the general university name (*e.g.*, "Illinois, U of").

['92] means this action will take effect as of the '92-'93 academic term. **"S," "C"** and **"U"** mean "State," "College" and "University." **[NTG]** means this institution is partially or completely non-tenure-granting.

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If one of our items is in error, please let us know, on the stationery of the hiring department, specifying your name and title.

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Harvard U	tenGrotenhuis, E.	Boston U	MA
Harvard U	Thrush, George	Northeastern U	MA
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New York U	Smith, Margaret	Richmond, U of	VA
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Wisconsin, Milwauk	Kerlavage, Marianne	Millersville U of PA	PA
Wisconsin, U of	McGibbon, Phyllis	Pomona College	CA
Wisconsin, U of	McGrain, Todd	Lawrence U	WI
Yale University	Barringer, Judith	Middlebury C	VT
Yale University	DiConsola, Michaela	Florida Atlantic U	FL
Yale University	Gaynor, Matthew	Cal SU, SBrnrdno	CA
Yale University	Landis, Linda L.	Georgia, U of	GA
Yale University	Reed, Christopher	Southern Maine	ME
Yale University	Reed, Julie	Northeastern U	MA
Yale University	Robertson, E. Bruce	UC SantaBarbara	CA
Yale University	Roseman, Barry	Tennessee, Chat	TN
Yale University	Zurier, Rebecca	Michigan, AnnArb	MI
(GR)TechInst, Munich	Haselbberger, Lothar	Penn, U of	PA
(UK)Essex U	Bernier, Ronald	Rice U	TX
(UK)Leeds	Dawkins, Heather	Simon Fraser U	CAN

CLASSICS

Catholic U Amer	Kahn, Cynthia	Arizona, Tucson	AZ
Chicago, U of	McClure, Laura	Wiscnsn, Madison	WI
Cornell U	O'Higgins, Dolores	Bates C	ME
Duke U	Parslow, Christopher	Wesleyan U	CT
Duke U	Stewart, Roberta	Dartmouth C	NH
Harvard U	Batchelder, Ann	Holy Cross C	MA
Harvard U	Brennan, T. Corey	Bryn Mawr C	PA
Harvard U	Oliensis, Ellen	UC Berkeley	CA
Illinois, U of	McAllister, Matthew	Virginia Poly	VA
Illinois, Urbana	Stewart, Randall	Utah, U of	UT
Johns Hopkins U	Hatzichronoglou, H.	Wayne State U	MI
Maryland, U of	Dean, Kevin	West Chester U	PA
N/A	Faraone, Christopher	Chicago, U of	IL
NCarolina, ChplH	Musgrove, Margaret	Oklahoma, U of	OK
NCarolina, ChplH	Woodard, Roger	S. California, U of	CA
Ohio State	Pinter , Martha P.	John Carroll U	OH
Ohio University	Brown-Broughton, R.	West Virginia S U	WV
Ohio University	Pease, Edward S.	Saint Michael's C	VT
Princeton U	Matthew, Christ	Indiana, Blmngtn	IN
S. Illinois, U of	Remland, Martin	West Chester U	PA
Texas, Austin	Scaife, Allen	Kentucky, U of	KY
UC Berkeley	Bartsch, Shadi	UC Berkeley	CA
UC Berkeley	Greene, Ellen	Oklahoma, U of	OK
UC Berkeley	Morgan, Kathryn A.	Ohio State	OH
UC Berkeley	Schenker, David	Missouri,Col.	MO
Virginia, U of	Green, Carin	Iowa, U of	IA
Wisconsin, U of	Gores, Steven	Northern Kentucky	KY
Yale University	Parker, Holt	Cincinnati, U of	OH
Yale University	Roots, Edward	SCarolina, Colmbia	SC
Yale University	Holmberg, Ingrid E.	Victoria, U of	CAN
(NL)Leiden, U of	Lanters, Josepha	Oklahoma, U of	OK
(UK)Oxford	Steiner, Deborah	Mount Holyoke C	MA
(UK)Oxford	Van Dyck, Karen	Columbia U	NY

COMMUNICATION

Alabama, U of	Briggs, Olin	Centrl Missouri S	MO
Arizona, U of	Comstock, Jane	West Florida, U of	FL

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JOBTRACKS 1991-92

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Arizona, U of	LePoire, Beth	Texas A&M U	TX
Barnard C	Wilis, Ellen	New York U	NY
Bowling Green S	Ferguson, Douglas	Bowling Green S	OH
Bowling Green S	Warner, Charles	East Stroudsburg	PA
Bowling Green S	Weinandy, David	Aquinas C	MI
Bowling Green S	Zakahi, Walter	New Mexico S U	NM
Central Mich U	Serrin, William	New York U	NY
Clarion U	Errett, Michael	Washburn, Topeka	KS
Colorado, U of	Warren, Clay	George Washingtn	DC
Columbia U	Dent, David	New York U	NY
East Texas S U	Kennedy, Thomas	Shippensburg	PA
Florida State U	O'Brien, Laurie	West Florida, U of	FL
Georgetown U	Solomon, Stephen	New York U	NY
Georgia, U of	Burns, David P.	Georgia Southern	GA
Harvard U	Csapo-Sweet, Rita	Missouri, StLouis	MO
Hawaii, Manoa	Kleuver, Dan L.	Georgia Southern	GA
Howard U	Fain, Michael	Case Westrn Res	OH
Howard U	Ngomba-Maiji, Mbella	Indiana State U	IN
Illinois, U of	Commeret, Lorraine	Rockhurst C	MO
Illinois, U of	Gladney, George	Wyoming, U of	WY
Illinois, U of	Leroux, Neil	Minnesota, Morris	MN
Ilinois, Urbana	Chambers, Jan	Boston C	MA
Ilinois, Urbana	Heintz, Katherine	Washington, U of	WA
Indiana State U	Endress, Valerie	Hartford, U of	CT
Indiana State U	Timm, Steve	DePauw U	IN
Indiana U	Blair, Saundra	Oral Roberts U	OK
Indiana U	Dorsey, LeRoy	Cal SU, Haywrd	CA
Indiana U	Gershon, Peter	West Florida, U of	FL
Indiana U	Kristoff, John	Wiscnsn, LaCross	WI
Indiana U	Ralston, Steven	E Tennessee S U	TN
Iowa, U of	Boyd, Todd	Utah, U of	UT
Iowa, U of	Cuklanz, Lisa	Boston C	MA
Iowa, U of	Pond, Kristine	Concordia, Mrhd	MN
Iowa, U of	Quesal, Robert	Western Illinois U	IL
Iowa, U of	Salazar, Abran	Texas A&M U	TX
Iowa, U of	Schwichtenberg, C.	Georgia, U of	GA
Iowa, U of	Strom, Monika	Wiscnsn, Parksd	WI
Kansas, U of	Leon, Mary-Ann	East Carolina U	NC
Kent State U	Clair, Robin	Purdue U	IN
Kentucky, U of	Lawrence, Patricia	Texas, El Paso	TX
Kentucky, U of	Leichty, Greg	Louisville, U of	KY
Maryland, U of	Krishnamurty, S.	Purdue U	IN
Maryland, U of	Wang, Shu Jen	SE Louisiana U	LA
Mass, U of	McNutt, Eileen	Auburn, Montgmry	AL
Memphis State U	Masterson, Julie	Arizona State U	AZ
Michigan State U	Cross, William	Michigan State U	MI
Michigan State U	Ellis, Beth	Western Michigan	MI
Michigan State U	Lau, Tony	Purdue U	IN
N/A	Friedland, Lewis	Wiscnsn, Madison	WI
N/A	Marrin, Patrick	Benedictine C	KS
N/A	Pearce, Frederick	Alaska, Anchrg	AK
Nebraska, U of	Slaughter, Gerald	Seton Hall U	NJ
New Mexico, U of	Gandert, Miguel	New Mexico, U of	NM
New York U	Stefaniak, Greg	Northeastern S U	OK
Northwestern U	Degn, Louise	Utah, U of	UT
Northwestern U	Jordan, Jerry	Cincinnati, U of	OH
Ohio State	Chen, Ling	Oklahoma, U of	OK
Ohio State	Clark, Kathleen	Denison U	OH
Ohio State	Hamlet, Janice	SUNY, Geneseo	NY
Ohio State	Mountford, Roxanne	R P I	NY
Ohio State	Richardson, Don	Sam Houston S U	TX
Ohio State	Williams, Jeanne P.	Georgia Southern	GA
Ohio University	Gerhard, Michael	Ball State U	IN
Ohio University	Jacobs, Randy	Hartford, U of	CT
Ohio University	Jones, Robert	Texas, El Paso	TX
Ohio University	West, Richard	Southern Maine	ME
Oklahoma State	Allen, Johnny	Oral Roberts U	OK
Oklahoma, U of	Sammeth, Carol A.	Arizona State U	AZ
Oklahoma, U of	Scott, David	Northeastern S U	OK
Oklahoma, U of	Shaver, Linda Glenn	New Mexico, U of	NM
Oregon, U of	Hacker, Kenneth	New Mexico S U	NM
Oregon, U of	Williams, Mary Rose	Denison U	OH
Penn, U of	Woods, James	CUNY, Statn Isl	NY
Pennsylvania State	Byrne, Jamie	Millersville, U of	PA
Pennsylvania State	Madden, Katherine	SUNY, Geneseo	NY
Purdue U	Hajjar, Wendy	New Orleans, U of	LA
Purdue U	Jung, Donald	Missouri, StLouis	MO
Purdue U	Werking, Kathy	Louisville, U of	KY
S. California, U of	Baker, Barbara	Centrl Missouri S	MO
S. California, U of	Dickson, Risa E.	Cal SU, SBrnrdno	CA
S. California, U of	Kunkel, Dale	UC Santa Barbara	CA
S. California, U of	Rodriguez, Joseph	Cal SU -SBrnrdno	CA
S. Illinois	Church, Russell	Middle Tennessee	TN
S. Illinois	Martinez, Jacquelin	Babson C	MA
S. Illinois	Modaff, John	Morehead State	KY
S. Illinois	Puckett, Thomas	East Washingtn U	WA
S. Illinois, Carbndl	Hartz, Robert	Arkansas Tech U	AR
S. Illinois, Carbndl	Tsao, Chim-Hsi	Minnesota, Morris	MN
Sangamon State U	Knight, William	Western Illinois U	IL
Simmons C	Chunn, Kelley	Northeastern U	MA
South Florida U	Stamp, Glen	Ball State U	IN
SouthernU, Baton Rouge	Sharma, Andrew	Ball State U	IN
SW Louisiana, U of	Alexander, Bryant	Moorhead State	MN
SW Louisiana, U of	Andrews, Deborah	NCarolina, Wlmn	NC
Syracuse U	Fensch, Thomas	Sam Houston S U	TX
Syracuse U	Ghaffari, Pirouz	Denison U	OH
Syracuse U	Paik, Haejung	Oklahoma, U of	OK
Tennessee, U of	White, Allen	Murray State U	KY
Texas A&M U	Hines, Randall	E Tennessee S U	TN
Texas, Austin	Berry, Venise	Iowa, U of	IA
Texas, Austin	Kramer, Michael	Missouri, Columbia	MO
Texas, Austin	McEnteer, James B.	Hartford, U of	CT
Texas, Austin	Riley-Nuss, Kerry	George Washingtn	DC
Texas, U of	Black, Colin	Indiana, Kokomo	IN
Tufts U	Kelly, Elizabeth	Farmingham State	MA
Tulane U	Larson, Stephen	New Orleans, U of	LA
Tulane U	Rence, Maris	Cleveland State	OH
Tulsa, U of	Davidson, Anne	Western Illinois U	IL
UC Berkeley	Eliasoph, Nina	Washington, U of	WA
UC Berkeley	Rajagopal, Arvind	Purdue U	IN
UC Irvine	Witte, Kim	Texas A&M U	TX
UC San Diego	Breding, Connie	Minot State U	ND
Union Inst Cincinnati	Wilks, Dorothy	Champlain C	VT
Utah, U of	Lamude, Kevin	Cal SU, SBrnrdno	CA
Vanderbilt U	Miller, Karen	Middle Tennessee	TN
Vassar C	Bachman, Gregg	Tampa, U of	FL
Washington, U of	Hagaman, Dianne	Washington, U of	WA
Washington, U of	Harvey, Lisa St. Clair	George Washingtn	DC
Washington, U of	Livingston, Steven L.	George Washingtn	DC
Wayne State U	Ray, Sally	Western Kentucky	KY
Webster U [NTG]	Jenkins, Kit	Webster U	MO
West Virginia U	Seiffert, Mark	Vanderbilt U	TN
Wisconsin, U of	Harden, Janie	Duquesne U	PA
Wisconsin, U of	Long, Marilee	Colorado State	CO
Wisconsin, U of	Luthra, Rashmi	Michigan, Drbrn	MI
Wisconsin, U of	Nelson, Christian	Purdue U	IN
Wisconsin, U of	Oliver, Mary Beth	Virginia Poly	VA
(UK)Birmingham, U of	Jones, Simon	Northeastern U	MA
(YUG)Belgrade	Yanan, Ju	Central Conn SU	CT

COMPARATIVE LITERATURE

Arizona, U of	Hogue, Cynthia	New Orleans, U of	LA
Bowling Green S	Dobson, Frank E.	Indiana - Purdue	IN
Florida State U	Hill, Richard	NCarolina, Wlmn	NC
Harvard U	Ruttenberg, Nancy	UC Berkeley	CA
Illinois, U of	Da'an, Pan	Illinois, U of,Urbana	IL

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JOBTRACKS 1991-92

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Indiana U	Maddock, Mary	Texas Tech	TX
Louisville, U of	Weidner, Heidemarie	Texas Tech	TX
Michigan, U of	Halme, Kathleen	NCarolina, Wlmn	NC
Michigan, U of	Linkin, Harriet	Western Michigan	MI
Murray State U	Hopson, Cynthia	Murray State U	KY
N/A	Madureira, Louis M.B.	Wiscnsn, Madison	WI
N/A	Rosolowski, Tracey	Wiscnsn, Madison	WI
New York U	Hertz, David	Indiana, Blmngtn	IN
Purdue U	Harrienger, Myrna	Texas Tech	TX
Rutgers U	Levin, Jonathan	Columbia U	NY
S.Illinois, Carbndl	Begum, Khani	Bowling Green S	OH
Stanford U	Franke, William	Vanderbilt U	TN
SUNY	Czynski, Conrad	Moorhead State	MN
Temple U	Easterlin, Nancy	New Orleans, U of	LA
UC Berkeley	Henke, Robert K.	Washington U	MO
Virginia, U of	Evans, David	Cornell College	IA
Wisconsin, U of	Turim, Maureen	Florida, U of	FL
Yale University	McCall, Thomas	Houston, ClearLk	TX

DRAMA/DANCE/FILM

Alabama, U of	Gold, Cynthia	Mississippi, U of	MS
Art Inst, Chicago	Brand, Bill	HampshireC[NTG]	MA
Art Inst, Chicago	Kybartas, Stashu	HampshireC[NTG]	MA
Carnegie Mellon	Leavenworth, Natalie	Mississippi, U of	MS
Carnegie Mellon	Salzman, Thomas	Miami, CoralGabl	FL
Columbia U	Franko, Mark	UC SantaCruz	CA
Cornell U	Halm, Ben B.	Webster U	MO
Dartmouth C	Lawrence, Amy	Dartmouth C	NH
Florida State U	Lantaff, Kent	Miami, CoralGabl	FL
Georgia, U of	Cooper, Janet	Texas Tech	TX
Grad Theol Union	Rock, Judith	Saint Olaf C	MN
Illinois, U of	Kilroy, William	Southern Maine	ME
Illinois, U of	Palmes, Deborah	Centrl Missouri S	MO
Illinois, U of,Urbana	Wang, Yun-Yu	Colorado C	CO
Indiana State U	Hodge, Julie	Knox C	IL
Indiana U	Abel, Samuel	Dartmouth C	NH
Indiana U	Brost, Lori	Central Mich U	MI
Indiana U	Denny, Elaine	Toledo, U of	OH
Iowa, U of	Arnold, Robert F.	Toledo, U of	OH
Iowa, U of	Kachingwe, Michael	Kentucky, U of	KY
Kentucky, U of	Chicurel, Steven	Northern Kentucky	KY
Louisiana S U	Hill, Randall	St. Lawrence U	NY
Maine, U of	Arrow, Kim	Swarthmore C	PA
Mass, U of	Perron, Celine	Keene State C	NH
Mass C of Art	Solomon, Philip	Colorado, Bouldr	CO
Memphis State U	Ferrell, Johnnie	SUNY, Geneseo	NY
Miami, CoralGabl	Martin, Steve	Miami, CoralGabl	FL
Michigan State U	Haigh, Anthony	Centre College	KY
Michigan, U of	Dieckman, Suzanne	Missouri, Columbia	MO
Minnesota, U of	Albers, Catherine	Case Westrn Res	OH
Minnesota, U of	Anderson, Joseph	Wiscnsn, LaCross	WI
Minnesota, U of	Lenel, Katherine	Miami, CoralGabl	FL
Mississippi, U of	Stripling, Kurt	Ashland C	OH
Missouri, U of Col.	Stillson, Kenneth	John B. Stetson	FL
NCarolina, Grnsb	Dvorscak, David	Hollins C	VA
NCarolina, Grnsb	Neil, Delia	NCarolina, Chrltt	NC
Nebraska, U of	Compton, Tamara	Chadron State C	NE
New York U	Jordan, Dale	Middlebury C	VT
New York U	Keane, Marian	Colorado,Bouldr	CO
New York U	McCray, William E.	Fisk U	TN
New York U	Nouryeh, Andrea	St. Lawrence U	NY
New York U	Taylor, Leslie	Emory U	GA
N/A	Boerlin, Jim	Miami, CoralGabl	FL
N/A	Gilday, Joe	Iowa, U of	IA
N/A	Mueller, Lavonne	Iowa, U of	IA
N/A	Ryker, Karen	Wiscnsn, Madison	WI
N/A	Varga, Joseph	Wiscnsn, Madison	WI
Northern Ill U	Flannery, Gary	Du Page, C of	IL

TRAINED BY	NAME	HIRED BY	
Northwestern U	Magaw, Jack	Vanderbilt U	TN
Northwestern U	Schnormeier, Kimberly	Alabama, Birmng	AL
Ohio State	Bingham, Dennis	Indiana - Purdue	IN
Ohio State	Edmiston, Brian	Wiscnsn, Madison	WI
Ohio University	Anderson, David	Middle Tennessee	TN
Ohio University	Brown, Susan	Ashland C	OH
Oregon, U of	DeJong, Jeanette	Purdue U	IN
Pittsburgh, U of	Kuhns, David F.	Washington U	MO
Purdue U	Ganguly, Suraujan	Colorado, Bouldr	CO
S.Carolina, U of	Peet, Paris	Shippensburg	PA
San Francisco Art Inst	Andrews, Lawrence	UC SantaCruz	CA
Southern Methodist	Taylor, James	Pomona College	CA
Tennessee State	Dobbins, Washington	Fisk U	TN
Tennessee, U of	Norman, Lisa	SCarolina, Colmbia	SC
UC Berkeley	Pao, Angela C.	George Washingtn	DC
UC San Diego	Schoen, Walter	Richmond, U of	VA
UC Santa Barbara	Pywell, Geoff	Franklin&Marshall	PA
UC Santa Barbara	Remshardt, Ralf	Denison U	OH
Utah, U of	Bird, Gary	East Carolina U	NC
Utah, U of	Mitchell, Theresa	Webster U [NTG]	MO
Virginia, U of	Mattys, Joseph	Randolph-Macon	VA
Washington, U of	LaRocque, Daniel	Auburn U	AL
Wisconsin, U of	Goetz, Kent	Cornell U	NY
Yale University	Averill, Timothy	Virginia, U of	VA
Yale University	Foeller, William	Catholic U Amer	DC
Yale University	Jung, Philip C.	Calif. Polytech	CA

ECONOMICS

Auburn U	Shah, Parth	Michigan, Drbrn	MI
Babson C	Farina, Louis	Farmingham State	MA
Brown U	Garfinkel, Michelle	UC Irvine	CA
Brown U	Van Der Klaauw, W.	New York U	NY
Chicago, U of	Allen, Edward	Houston, U of	TX
Chicago, U of	Ferrie, Joseph	Northwestern U	IL
Chicago, U of	Juhn, Chinkui	Houston, U of	TX
Chicago, U of	Ryoo, Jaewoo	Penn, U of	PA
Chicago, U of	Smith, Lones	MIT	MA
Chicago, U of	Tommasi, Mariano	UC Los Angeles	CA
Colorado State	Orr, Douglas	East Washingtn U	WA
Columbia U	Block, Walter	Holy Cross, C of	MA
Columbia U	Idson, Todd	Columbia U	NY
Columbia U	Neumeyer, Pablo	S. California, U of	CA
Cornell U	Garratt, Rodney	UC Santa Barbara	CA
Cornell U	Gomersall, C. N.	Luther C	IA
Duke U	Braithwaite, Jeanine	Kalamazoo C	MI
Duke U	Tiefenthaler, Jill	Colgate U	NY
Florida, U of	Jeong, Jinook	Emory U	GA
Georgia, U of	Wallace, Suzanne M.	Central U	IA
Harvard U	Hamilton, James	Duke U	NC
Harvard U	Kajii, Atsushi	Penn, U of	PA
Harvard U	Nachbar, John	Washington U	MO
Houston, U of	Brown, Robert	Texas Tech	TX
Illinois State U	McComb, Robert	Texas Tech	TX
Indiana State U	Joshi, Sumit	George Washingtn	DC
Indiana U	Chu, David	Holy Cross C	MA
Iowa State	Wise, Sherry	Hobart & Wm Smith	NY
Kansas, U of	VonEnde, Eleanor	Texas Tech	TX
Kent State U	Powell, Gary	Hood C	MD
Kentucky, Lexington	Saidibaghgandomi, G.	Catholic U Amer	DC
Kentucky, U of	Hiremath, Basawaraj	Fisk U	TN
Maryland, U of	Robles, Barbara	Colorado, U of	CO
Maryland, U of	Sage, Lewis C.	Baldwin-Wallace	OH
Mass, U of	Dymski, Gary	UC Riverside	CA
Mass, U of	Krause, Laurence	SUNY, OldWestbury	NY
Mass, U of	Wilson, Lucas	Mount Holyoke C	MA
Michigan State U	Lee, Junsoo	Vanderbilt U	TN
Minnesota, U of	Krusell, Per	Northwestern U	IL
Minnesota, U of	Parente, Stephen	Northeastern U	MA

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JOBTRACKS 1991-92

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Minnesota, U of	Uhlig, Herald	Princeton U	NJ
MIT	Felli, Leonard	Boston C	MA
MIT	Perotti, Robert	Columbia U	NY
MIT	Sturzenegger, F.	UC Los Angeles	CA
N/A	Buchinsky, Moshe	Chicago, U of	IL
N/A	Che, Yeon Koo	Wiscnsn, Madison	WI
N/A	Kaspin, Deborah D.	Yale University	CT
N/A	Nea, Derek A.	Chicago, U of	IL
Nebraska, U of	Osakue, John	CUNY, Statn Isl	NY
New School	Kalmans, Rebecca	SUNY, Old Westbury	NY
Northeastern U	Carilli, Anthony	Hampden-Sydney	VA
Northwestern U	Malueg, David	Tulane U	LA
Northwestern U	Nickerson, David	Victoria, U of	CAN
Ohio State	Boyd, David	Denison U	OH
Ohio State	Boyd, Laura	Denison U	OH
Ohio State	Escoe, Gisela	Cincinnati, U of	OH
Pennsylvania State	Alexander, Donald	Western Michigan	MI
Pennsylvania State	Chen, Aimen	Indiana State U	IN
Princeton U	Case, Anne	Princeton U	NJ
Princeton U	Shah, Sudhir	Cincinnati, U of	OH
Princeton U	Currie, Janet	MIT	MA
Princeton U	Dinardo, John	UC Irvine	CA
Princeton U	Genesove, David	MIT	MA
Princeton U	Levine, Phillip	Wellesley C	MA
Princeton U	Zimmerman, David	Williams C	MA
Rochester, U of	Feeney, Joanne	Colorado,U of	CO
Rochester, U of	Gouveia, Miguel	Penn, U of	PA
Rochester, U of	Stanczak, Kazimierz	UC Los Angeles	CA
Rutgers U	Deb, Partha	Indiana U-Purdue	IN
Southern Methodist	Davis, Michael L.	Southern Methodist	TX
Stanford U	Bernard, Andrew	MIT	MA
Stanford U	Brock, Philip	Washington, U of	WA
Stanford U	Kim, Yoonbai	Kentucky, U of	KY
Stanford U	Lai, Edwin	Vanderbilt U	TN
Stanford U	Mott, Tracey	Denver, U of	CO
Stanford U	Shaban, Radwan	Georgia Tech	GA
Syracuse U	Burkett, Paul	Indiana State U	IN
Syracuse U	Guell, Robert	Indiana State U	IN
Texas A&M U	Meyer, Donald	Western Michigan	MI
Texas, Austin	Upshaw, Everett	Austin College	TX
UC Berkeley	Cason, Timothy	S. California, U of	CA
UC Berkeley	Cavanagh, Chris	Columbia U	NY
UC Berkeley	Chinn, Menzie	UC SantaCruz	CA
UC Berkeley	Zabin, Carol	Tulane U	LA
UC Davis	Xu, Xiaonian	Amherst C	MA
UC Irvine	Levy, Daniel	Union C	NY
UC Los Angeles	Gwande, Kishore	New Mexico, U of	NM
UC Los Angeles	Ureta, Manuelita	Texas A&M U	TX
UC San Diego	Gonzalo, Jesus	Boston U	MA
UC San Diego	Lee, Hahn	Tulane U	LA
Utah, U of	Prus, Mark	SUNY, Cortland	NY
Virginia Poly	Khalil, Fahad	Washington, U of	WA
Virginia, U of	Grossman, Philip	Wayne State U	MI
Virginia, U of	Palumbo, Michael	Houston, U of	TX
Wayne State	Kiriazis, David	Mary Washington	VA
West Virginia U	Black, Robert	Houghton C	NY
Wisconsin, U of	McBride, Timothy	Missouri, StLouis	MO
Wisconsin, U of	Olley, George	New York U	NY
Yale University	Kortum, Samuel	Boston U	MA
Yale University	Lawrance, Emily	Denison U	OH
Yale University	Morris, Stephen	Penn, U of	PA
Yale University	Palley, Thomas	New School	NY
Yale University	Taylor, Curtis	Texas A&M U	TX
(CAN)British Col, U of	Van Egteren, H.	Alberta, U of	CAN
(CAN)Queen's U	Simard, Dominique	Rutgers, N Bruns	NJ
(CAN)Queen's U	Kennedy, Peter W.	Victoria, U of	CAN
(CAN)Queen's U	King, Ian	Victoria, U of	CAN
(CAN)Toronto, U of	Heinicke, Craig W.	Baldwin-Wallace	OH
(CAN)Toronto, U of	Peart, Sandra J.	Baldwin-Wallace	OH
(CAN)WOntario, U of	Welling, Linda A.	Victoria, U of	CAN
(NL)Amsterdam	Bierens, Herman	Southern Methodist	TX
(NL)Tilburg	Gilles, Robert	Virginia Poly	VA
(SCT)Edinburgh	Dnes, Antony	Virginia Poly	VA
(UK)Southampton U	Leon, Hyginus	SUNY, Westbury	NY
(UK)UCollege, London	Harris, Joseph	SUNY, Westbury	NY

ENGLISH

Arizona State U	Townsend, Martha	Missouri, Columbia	MO
Arizona, U of	Mangelsdorf, Kate	Texas, El Paso	TX
Arizona, U of	Russo, Richard	Colby College	ME
Arkansas, U of	Clanton, Stacy	Southern Arkansas	AR
Boston U	Terada, Rei	Michigan, AnnArb	MI
Brandeis U	Hamelman, Steven	SCarolina, Coastl	SC
Brandeis U	Lilienfeld, Jame	Lincoln U, Jeffersn	MO
Brown U	duCille, F. Ann	Wesleyan U	CT
Brown U	Potter, Russell	Colby College	ME
Brown U	Rose, Tricia	Rutgers, N Bruns	NJ
Cal Poly S U	Espinosa, Monica	New Mexico, U of	NM
Cal S U Sonoma	Braverman, Kate	Cal SU - L.A.	CA
Carnegie Mellon	Burnett, Rebecca	Iowa State U	IA
Carnegie Mellon	Nelson, Jennie	Arizona State U	AZ
Carnegie Mellon	Petraglia, Daniel	Bowling Green S	OH
Carnegie Mellon	Wallace, David	Iowa State U	IA
Catholic U Amer	Evans, Lois	U.S. Naval Acad	MD
Catholic U Amer	Kennedy-McMahon, T.	Mary Washington	VA
Catholic U Amer	Willens, Susan	George Washingtn	DC
Chicago, U of	Bergmann, Linda	Illinois Tech.	IL
Chicago, U of	Dharwadker, Vinay	Oklahoma, U of	OK
Chicago, U of	Dykstal, Timothy	Auburn U	AL
Chicago, U of	Gay, Theresa	Augustana C	IL
Chicago, U of	Keesen, Jan	Augustana C	IL
Cincinnati, U of	Campbell, Elizabeth	Tennessee, Chat	TN
Cleveland State	Grimm, Mary	Case Westrn Res	OH
Colorado, U of	Bartholomaus, Craig	Missouri, Kansas	MO
Columbia U	Bennett, Paula	S.Illinois, Carbndl	IL
Columbia U	Bernstein, Jane	Carnegie Mellon	PA
Columbia U	de Santis, Maria	Denver, U of	CO
Columbia U	Hawkes, David	Lehigh U	PA
Columbia U	Herman, Peter	Georgia State U	GA
Columbia U	Manheim, Daniel	Centre College	KY
Columbia U	Roorbach, William	Maine, Farmington	ME
Columbia U	Smith, Jonathan	Michigan, Drbrn	MI
Columbia U	Stern, Julia	Northwestern U	IL
Cornell U	Aravamudan, Srinivas	Utah, U of	UT
Cornell U	Barrish, Phillip	UC Davis	CA
Cornell U	Case, Alison	Williams C	MA
Cornell U	Chapman, Gerald	Illinois Wesleyan	IL
Cornell U	Dubinsky, Stanley	SCarolina, Colmbia	SC
Cornell U	Hanft, Lila	Case Westrn Res	OH
Cornell U	Harper, Phillip	Harvard U	MA
Cornell U	Kaul, Suvir	Stanford U	CA
Cornell U	Kelly, Veronica	De Paul U	IL
Cornell U	Lordan, Beth	S.Illinois, Carbndl	IL
Cornell U	Low, Andrew	Clemson U	SC
Cornell U	Moore, Lisa	Texas, Austin	TX
Cornell U	Nericcio, William	San Diego State	CA
Cornell U	Olaniyan, Tejumola	Virginia, U of	VA
Cornell U	Petrino, Elizabeth	Wake Forest U	NC
Cornell U	Quinney, Laura	Princeton U	NJ
Cornell U	Sainsbury, Alison	Illinois Wesleyan	IL
Cornell U	Wechselblatt, Martin	Cincinnati, U of	OH
CUNY	McDonald, William	Oklahoma, U of	OK
Delaware, U of	Howard, Susan	Duquesne U	PA
Delaware, U of	Phelps, Deborah	Sam Houston S U	TX

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JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Denver, U of	Bilgere, George B.	John Carroll U	OH
Duke U	Arant, T.J.	Appalachian S U	NC
Duke U	Dienst, Richard W.	Purdue U	IN
Duke U	Smout, Kary	Washington & Lee	VA
Duke U	Wolfe, Cary	Indiana, Blmngtn	IN
Emory U	Giese, Loreen	Ohio University	OH
Emory U	Michael, Magali	Duquesne U	PA
Florida State U	Casey, Roger	Birmingham Sthrn	AL
Florida, U of	Adeeko, Adeleke	Colorado,Bouldr	CO
Florida, U of	Leffel, Katherine	Alabama, Birmng	AL
Florida, U of	Saper, Craig	Penn, U of	PA
George Mason U	Schrader, Janet	U.S. Naval Acad	MD
George Washington	Carter, Donna	George Washingtn	DC
Georgetown U	Stapp, Yvonne F.	Saint Michael's C	VT
Georgia, U of	Hardegree, Maureen	Georgia, U of	GA
Georgia, U of	Whicard, Nancy	George Washingtn	DC
Georgia, U of	Wilson, Charles E.	Old Dominion U	VA
Harvard U	Arrangoiz, Noelle	Denver, U of	CO
Harvard U	Duffy, Andrew Enda	Wesleyan U	CT
Harvard U	Hinderaker, Eric	Utah, U of	UT
Harvard U	Lamb, Robert	Purdue U	IN
Harvard U	Moroney, Maryclaire	John Carroll U	OH
Harvard U	Olds, Sharon	New York U	NY
Harvard U	Rohse, Corinna S.	Western Ontario	CAN
Howard U	Marsh-Lockett, Carol	Georgia State U	GA
Illinois, U of	Eason, Cheryl	Centrl Missouri S	MO
Illinois, U of	Ponnuswami, M.	Bucknell U	PA
Illinois, U of	Sagar, Aparajita	Purdue U	IN
Illinois, U of	Soliday, Mary	CUNY, City C	NY
Ilinois, Chicago	Balsamo, Anne	Georgia Tech	GA
Ilinois, Urbana	Ganguly, Keya	Carnegie Mellon	PA
Indiana U	Harms, James	East Stroudsburg	PA
Indiana U	Krebs, Paula	Wheaton C	MA
Indiana U	Livingston, Adriane	Denison U	OH
Indiana U	Mazzone, Marc	Millsaps C	MS
Indiana U	McGraw, Erin	Cincinnati, U of	OH
Iowa, U of	Brunner, Edward	S.Illinois, Carbndl	IL
Iowa, U of	Duncan, Bonnie	Millersville, U of	PA
Iowa, U of	Gourlay, Alexander	R I Sch of Design	RI
Iowa, U of	Haruf, Kent	S.Illinois, Carbndl	IL
Iowa, U of	Jeffrey, Jane E.	West Chester U	PA
Iowa, U of	Klammer, Martin	Luther C	IA
Iowa, U of	Yousif, Salaam Y.	Cal SU-SBrnrdno	CA
John Jay C	Albinader, Elmaz	San Jose State U	CA
Johns Hopkins U	Renker, Elizabeth	Ohio State	OH
Kansas, U of	Moody, Joycelyn	Washington, U of	WA
Kentucky, U of	Smith, Christine	Westfield State C	MA
Louisiana S U	Porter, Connie	S.Illinois, Carbndl	IL
Louisiana S U	DeRomanet, Jerome	SUNY, Geneseo	NY
Louisville, U of	Farmer, Frank M.	East Carolina U	NC
Louisville, U of	Rhoades, Georgia	Appalachian S U	NC
Maryland, U of	Selmon, Michael	Alma College	MI
Mass, Amherst	Connolly, Paula	NCarolina, Chrltt	NC
Mass, U of	Munley, Michael	Ball State U	IN
Michigan State U	Churma, Donald	Ball State U	IN
Michigan State U	Steffel, Susan	Central Mich U	MI
Michigan, U of	Dynes, William	Indianapolis, U of	IN
Michigan, U of	Finlay, Donesky	Kentucky, U of	KY
Michigan, U of	Hoegberg, David E.	Indiana-Purdue	IN
Michigan, U of	Hoth, Whitney	Fort Hays State	KS
Michigan, U of	Lardner, Ted	Cleveland State	OH
Michigan, U of	Maurer, Shawn	Texas A&M U	TX
Michigan, U of	Montuori, Deborah	Missouri, Columbia	MO
Michigan, U of	Sun, Lulu C. H.	West Chester U	PA
Michigan, U of	Thomas, Harry	Davidson C	NC
Minnesota, U of	Ebert, Teresa	SUNY, Albany	NY
Minnesota, U of	Herndl, Carl	New Mexico S U	NM
Minnesota, U of	Johnson, Deirdre Ann	West Chester U	PA
Minnesota, U of	McKeag-Tsukamoto, C.	Roosevelt U	IL
Minnesota, U of	Schwind, Jean	Elon C	NC
Minnesota, U of	Winter, Kari J.	Fisk U	TN
Mississippi, U of	Edwards, Barry	West Florida, U of	FL
Missouri, U of,Col.	Feeny, Sarah	NCarolina, Chrltt	NC
N/A	Brouster, Douglas	Chicago, U of	IL
N/A	Gunning, Sandra	Michigan, AnnArb	MI
N/A	Kanigel, Robert	Baltimore, U of	MD
N/A	Lastra, James	Chicago, U of	IL
N/A	Lyon, Janet	Illinois, Urbana	IL
N/A	Matherne, Beverly	Northern Michigan	MI
N/A	Pemberton, Michael	Illinois, Urbana	IL
N/A	Robinson, Sally	Michigan, AnnArb	MI
N/A	Veitch, Jonathan	Wiscnsn, Madison	WI
N/A	Whiteman, Roberta	Wiscnsn, Madison	WI
NCarolina, ChplH	Elkins, Marilyn	Cal SU - L.A.	CA
NCarolina, ChplH	Moore, Dennis	Texas, El Paso	TX
NCarolina, ChplH	Price-Herndl, Diane	New Mexico S U	NM
NCarolina, ChplH	Wine, Joseph	Augustana C	IL
NCarolina, Grnsb	Davis-Garbner, Angela	North Carolina S	NC
NCarolina, U of	Moore, Dennis	Florida State U	FL
New Mexico, U of	Hadella, Charlotte	Southern Oregon	OR
New York U	Gibson, Stephanie	Baltimore, U of	MD
New York U	Mazzola, Elizabeth	Union C	NY
New York U	Webb, Barbara	CUNY, Hunter C	NY
NOrleans, U of	Belanger, Gregory	Central Conn SU	CT
North Texas, U of	Lee, Sun-Hee	East Central U	OK
Northern Ill U	Walters, Frank	Auburn U	AL
Northwestern U	Sirles, Craig	De Paul U	IL
Notre Dame	Tooley, Brenda	Colorado C	CO
Ohio State	Goodwin, Amy	Randolph-Macon	VA
Ohio State	Hoefel, Roseanne	Alma College	MI
Ohio State	Levitt, Steven R.	Texas, San Anton	TX
Ohio State	Yagelski, Robert	Purdue U	IN
Ohio University	Davis, Randall	Jacksonville State	AL
Ohio University	Roberts, Claudette	West Virginia S U	WV
Ohio University	Upton, Elaine	Maryland, Baltimore	MD
Oregon, U of	Mentzer, Melissa	Central Conn SU	CT
Penn, U of	Fleming, Juliet	S. California, U of	CA
Penn, U of	Flint, Christopher	Michigan, AnnArb	MI
Penn, U of	Goddu, Teresa	Vanderbilt U	TN
Penn, U of	Green, Jennifer	George Washingtn	DC
Penn, U of	Henderson, Andrea	Michigan, AnnArb	MI
Penn, U of	Masten, Jeffrey	Harvard U	MA
Penn, U of	Valente, Joseph	Tulane U	LA
Penn, U of	Yager, Susan	Iowa State U	IA
Pennsylvania State	Dharwadker, Aparna	Oklahoma, U of	OK
Pennsylvania State	Elias, Amy	Alabama, Birmng	AL
Pennsylvania State	Sabina, Robin	Auburn U	AL
Pittsburgh, U of	Mizejewski, Linda	Ohio State	OH
Princeton U	Mack, Robert	Vanderbilt U	TN
Princeton U	Miller, Andrew	Indiana, Blmngtn	IN
Princeton U	Ordiway, Frank	Princeton U	NJ
Princeton U	Wong, Samuel	Simon Fraser U	CAN
Purdue U	Byard, Vicki	Northeastern Ill	IL
Purdue U	Heba, Gary	Bowling Green S	OH
Purdue U	Silva, Tony	Purdue U	IN
Purdue U	Wickliff, Gregory	NCarolina, Chrltt	NC
RPI	Sullivan, Dale	Nebraska U, Kearney	NE
Rhode Island, U of	Randall, Joan	West Virginia S U	WV
Rutgers U	Kowalewski, Michael	Carleton C	MN
S. California, U of	Bowden, Darsie	De Paul U	IL
Saint Louis U	Young, Mary	Wooster, C of	OH
SCarolina, U of	Padgett, Donna	Columbus C	GA
SouthEast Oklahoma	Butler, Beatrice	Oral Roberts U	OK
Stanford U	Bowers, Toni	Penn, U of	PA
Stanford U	Cheung, SikLee	East Carolina U	NC
Stanford U	Highley, Christopher	Ohio State	OH
Stanford U	Hinton, Laura	CUNY, City C	NY
Stanford U	Layrock, Deborah	Kenyon College	OH
Stanford U	Warren, Kenneth	Chicago, U of	IL
SUNY, Albany	Milanes, Cecilia	Indiana, U of	PA

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JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
SUNY, Binghmtn	Coogan, Rebecca	Aquinas C	MI
SUNY, Binghmtn	Mahala, Daniel	Missouri, Kansas	MO
SUNY, Buffalo	Arani, Mahmoud T.	Saint Michael's C	VT
SUNY, Buffalo	Fox, Robert	S.Illinois, Carbndl	IL
SUNY, Buffalo	Marchitell, Howard	Texas A&M U	TX
SUNY, Buffalo	Pfau, Thomas	Duke U	NC
SUNY, Buffalo	Valbuena, Olga	NCarolina, Chrltt	NC
SUNY, StnyBrk	Fairhall, James	De Paul U	IL
SUNY, StnyBrk	Kwasny, Andrea	Arkansas, LtlRok	AR
SUNY, StnyBrk	Roy, Modhumita	Tufts U	MA
SUNY, StnyBrk	Smith, Barbara	Iona C	NY
Syracuse U	Patrick, William B.	Old Dominion U	VA
Syracuse U	Perillo, Lucia	S.Illinois, Carbndl	IL
Temple U	Corbett, Janice	Widener U	PA
Tennessee State	Morlier, Margaret	Auburn U	AL
Texas A&M U	Lussier, Mark	Western Illinois U	IL
Texas, Austin	Aristar, Anthony	Texas A&M U	TX
Texas, Austin	Li, David	S. California, U of	CA
Texas, Austin	Pellikka, Paul	Texas, San Anton	TX
Texas, Austin	Spann, Philip	Utah, U of	UT
Texas, Austin	Taylor, Paul	Texas A&M U	TX
Texas, Dallas	Bennett, Alma	Clemson U	SC
Tulane U	Soniat, Katherine	Virginia Poly	VA
UC Berkeley	Cherniavsky, Eva	Indiana, Blmngtn	IN
UC Berkeley	DiPardo, Anne	Iowa, U of	IA
UC Berkeley	Eggert, Katherine	Colorado,Bouldr	CO
UC Berkeley	Elmer, Jonathan	Indiana, Blmngtn	IN
UC Berkeley	Feldman, Jessica	Virginia, U of	VA
UC Berkeley	Galloway, Andrew	Cornell U	NY
UC Berkeley	Green, Jo Ellen	Kentucky, U of	KY
UC Berkeley	Logan, Peter	Alabama, Tsclsa	AL
UC Berkeley	Mulcaire, Terry	Northwestern U	IL
UC Berkeley	Niepokuj, Mary	Purdue U	IN
UC Berkeley	Schiesaro, Alessandro	Princeton U	NJ
UC Berkeley	Thomas, Cammy	Millsaps C	MS
UC Berkeley	Wardley, Lynn	Harvard U	MA
UC Davis	Dalton, Anne	Reed C	OR
UC Irvine	Hewett-Smith, K.	Richmond, U of	VA
UC Irvine	Otsuki, Jennifer	Brandeis U	MA
UC Los Angeles	Alberti, John	Northern Kentucky	KY
UC Los Angeles	Dettmar, Kevin	Clemson U	SC
UC Riverside	Klaver, Elizabeth	S.Illinois, Carbndl	IL
UC Riverside	Pizurie, Dian J.	Cal SU-SBrnrdno	CA
UC San Diego	Peckham, Irvin	Nebraska, Omaha	NE
UC San Diego	Swartz, Richard	Southern Maine	ME
UC Santa Barbara	Barnes, Elizabeth	Michigan, AnnArb	MI
UC Santa Barbara	Lutz, Reinhart	Pacific, U of	CA
Utah, U of	Houston, Pamela	Denison U	OH
Utah, U of	Schmid, Thomas	Texas, El Paso	TX
Utah, U of	Tornes, Elizabeth	Beloit College	WI
Virginia, U of	Black, Barbara	Skidmore C	NY
Virginia, U of	Goldstein, James	Auburn U	AL
Virginia, U of	McMaster, Ann	Millsaps C	MS
Virginia, U of	McWhirter, David	Texas A&M U	TX
Virginia, U of	Nevers, Kevin	Wittenberg U	OH
Washington State	Bloxham, Laura J.	Georgia, U of	GA
Washington State	Chapman, Wayne	Clemson U	SC
Washington State	White-Parks, Annette	Wisconsn, LaCross	WI
Washington State	Yogev, Michael	Mary Washington	VA
Washington, U of	Kaivola, Karen	John B. Stetson	FL
Washington, U of	Linnehan, Paul	Tampa, U of	FL
Washington, U of	Mack, Robin	S.Illinois, Carbndl	IL
Wayne State U	Martin, Riley	Cal SU, Haywrd	CA
Wisconsin, Madison	Suarez, Ernest	Catholic U Amer	DC
Wisconsin, Milwauk	Kilwein-Guevara, M.	Indiana, U of	PA
Wisconsin, Milwauk	Kramer, Marilyn	Southern CT SU	CT
Wisconsin, U of	Brown, Kathleen	Princeton U	NJ
Wisconsin, U of	Callaway, Susan	George Washingtn	DC
Wisconsin, U of	Downes, Jeremy	Auburn U	AL
Wisconsin, U of	Mbele, Joseph	Saint Olaf C	MN
Wisconsin, U of	Meyer, Eric	Louisville, U of	KY
Wisconsin, U of	Peterson, Nancy	Purdue U	IN
Wisconsin, U of	Roman, David	Washington, U of	WA
Wisconsin, U of	Ryan, Judylyn	Rutgers U	NJ
Wisconsin, U of	Schwartz, Meryl	Hartford, U of	CT
Yale University	Donald, Adrienne	Princeton U	NJ
Yale University	Hickey, Alison	Wellesley C	MA
Yale University	Ladner, Barbara	West Virginia S U	WV
Yale University	Mehta, Jaya	Vanderbilt U	TN
Yale University	Meyer, Steven J.	Washington U	MO
Yale University	Moulthrop, Stuart	Georgia Tech	GA
Yale University	Rudnytsky, Peter	Florida, U of	FL
Yale University	Schirmeister, Pamela	New York U	NY
Yale University	Vine, Brent	Princeton U	NJ
Yale University	Williams, Susan	Ohio State	OH
(CAN)Alberta, U of	Ouzgane, L.	Alberta, U of	CAN
(CAN)Manitoba, U of	Buss, Helen	Calgary, U of	CAN
(CAN)Manitoba, U of	Gunnars, K.	Alberta, U of	CAN
(CAN)McMaster U	Vandervlist, Harry A.	Calgary, U of	CAN
(CAN)New Brunswick	Boyles, Ann	Dalhousie U	CAN
(CAN)Toronto, U of	MacDonald, Lorne	Calgary, U of	CAN
(CAN)Toronto, U of	Matthias, David	Dalhousie U	CAN
(GR)Karl Marx U	Gommlich, Klaus	Kent State U	OH
(PO)Jagiellonian U	Stygares, Janusz	Central Conn SU	CT
(UK)Cambridge	Edwards, Elizabeth	Dalhousie U	CAN
(UK)Cambridge	Woodfield, Malcolm	Penn, U of	PA
(UK)Oxford U	Combe, Kirk	Denison U	OH
(UK)Sussex	Maltby, Paul	West Chester U	PA

FRENCH/ITALIAN

Brown U	Ditmann, Laurent	Spelman C	GA
Brown U	Essif, Leslie	Louisville, U of	KY
Brown U	Rice-Maximin, M.	Swarthmore C	PA
Bryn Mawr C	Moscatelli, Anne-Marie	West Chester U	PA
Catholic U Amer	Alvarez, Blanca	Barry U	FL
Catholic U Amer	Collins, Kathleen	Michigan, Drbrn	MI
Chicago, U of	Reiter-McIntosh, Amy	Loras C	IA
Columbia U	Boitano, John	Denison U	OH
Columbia U	Kaufman, Peter H.	Missouri, Kansas	MO
Cornell U	Arata, Luis	Quinnipiac C	CT
CUNY Grad Schl	Mueller, Roseanna	Columbia C	IL
Harvard U	Chessid, Ilona	Seton Hall U	NJ
Harvard U	Wellington, Marie	Mary Washington	VA
Illinois, U of	Daniell, Steven	Auburn, Montgmry	AL
Illinois, U of	Garrett, Nina	George Mason U	VA
Illinois, U of	Hannouche, Delila	Vassar C	NY
Indiana U	Broden, Thomas	Purdue U	IN
Indiana U	Klingler, Thomas	Tulane U	LA
Indiana U	Viegnes, Michel	Bryn Mawr C	PA
Iowa, U of	Bertrand, Didier	Indiana-Purdue	IN
Iowa, U of	Dola, Peter	Concordia, Mrhd	MN
Johns Hopkins U	Moe, Nelson	Michigan, AnnArb	MI
Johns Hopkins U	Vizier, Alain	Tulane U	LA
Maryland, U of	Chirol, Marie-Magdeleine	Missouri, Columbia	MO
Michigan State U	Bernsten, Janice G.	Michigan, Flint	MI
Michigan State U	Ridley, Alison	Hollins C	VA
Michigan, U of	Johnson, Warren	Alabama, Tsclsa	AL
Minnesota, U of	Nnaemeka, Obioma	Indiana-Purdue	IN
NCarolina, ChplH	Charitos, Stéphane A.	Old Dominion U	VA
NCarolina, ChplH	DeFazio, Marina R.	Notre Dame	IN
NCarolina, ChplH	Maggiari, Massimo	Clemson U	SC
NCarolina, ChplH	Sylvester, Joyce	Texas A&M U	TX
New Mexico SU	Pino, Cecilia	New Mexico S U	NM
New York U	Datta, Vinni	Wellesley C	MA

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JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
New York U	Thomas, Downing	Iowa, U of	IA
Oregon, U of	Rinne, Suzanne B.	Lincoln U, Jeffersn	MO
Penn, U of	Meyer, E. Nicole	Wiscnsn, GreenB	WI
Pennsylvania State	Pichot, Michel	Clemson U	SC
Pennsylvania State	Schick, Constance	Holy Cross, C of	MA
Pittsburgh, U of	Coats, Catharine	Barnard C	NY
Princeton U	Braem, Jean-Marc	Mary Washington	VA
Princeton U	Campbell, Catherine	NCarolina, Wimngtn	NC
Princeton U	Douthwaite, Julia	Notre Dame	IN
Princeton U	Moore, Russell	Augustana C	IL
Princeton U	Morgan, David	Columbia U	NY
Princeton U	Pap, Jennifer	Denver, U of	CO
Princeton U	Posfay, Eva	Carleton C	MN
Princeton U	Randall, Michael	Emory U	GA
Rochester, U of	Brooks, S. Elizabeth	Texas A&M U	TX
Stanford U	Delfin, Rafael	Russell Sage C	NY
Stanford U	Roth-Johnson, Danielle	Centenary C	LA
Texas, Austin	Miller, Paul	Texas Tech	TX
Tulane U	Leppig, Linda	Centre College	KY
UC Berkeley	Connor, Peter	Barnard C	NY
UC Berkeley	Jaouen, Françoise	Yale University	CT
UC Davis	Hanafi, Zakiya	Washington, U of	WA
UC San Diego	Chahut, Maria-Helen	Lehigh U	PA
Utah, U of	Paheau, Francoise	Colorado C	CO
Vanderbilt U	Kasongo, Kapango	Richmond, U of	VA
Vanderbilt U	Rockmore, Sylvie	Chatham College	PA
Virginia, U of	Houyoux, Suzanne	SCarolina, Colmbia	SC
Virginia, U of	Levine, Nina	SCarolina, Colmbia	SC
Wisconsin, U of	Greene, John Patrick	Louisville, U of	KY
Wisconsin, U of	Scuderi, Antonio	Ohio State	OH
Yale University	Garelick, Rhonda	Colorado, Bouldr	CO
Yale University	Larson, Ruth	Texas A&M U	TX
Yale University	Miller, Mary-Kay	Vanderbilt U	TN
Yale University	Pepper, Thomas	Miami, CoralGabl	FL
Yale University	Senior, Matthew	New Orleans, U of	LA
Yale University	Smith, Yvette-M.	Illinois, Urbana	IL
(CAN)McGill U	Poirier, Guy	Simon Fraser U	CAN
(CAN)York University	Niang, Sada	Victoria, U of	CAN
(EGPT)Cairo, U of	Hakam, Eman	Michigan, Flint	MI
(FR)Paris, U of	Cusset-Jenkins, Catherine	Yale University	CT
(FR)Sorbonne	Romney, Claude	Calgary, U of	CAN
(UK)Cambridge	Roberts, Martin	Wesleyan U	CT

GEOGRAPHY

Arizona State U	Reid, Neil	Toledo, U of	OH
Clark U	Dymon, Ute	Kent State U	OH
Clark U	Masucci, Michele	Auburn U	AL
Colorado State	Pitlick, John	Colorado, Bouldr	CO
Colorado, U of	Lightfoot, Dale R.	Old Dominion U	VA
Colorado, U of	Thompson, Stephen	Millersville, U of	PA
Columbia U	Kaiser, Robert	Missouri, Columbia	MO
Georgia, U of	Nicholas, Joseph	Mary Washington	VA
Georgia, U of	Yanky, Peter	New Orleans, U of	LA
Illinois, U of	Esparza, Adrian	Indiana, Blmngtn	IN
Illinois, U of	Waldorf, Brigitte	Indiana, Blmngtn	IN
Iowa, U of	Kujawa, Richard S.	Saint Michael's C	VT
Iowa, U of	Whalley, Dianne	Indiana-Purdue,	IN
Kent State U	Clarke, Audrey	East Carolina U	NC
Michigan State U	Brewer, Cynthia	San Diego State	CA
Minnesota, Duluth	Beach, Timothy Paul	Georgia, U of	GA
Minnesota, Duluth	Luzzadder-Beach, S.	Georgia, U of	GA
Ohio State	Wagner, Daniel	SCarolina, Colmbia	SC
Pennsylvania State	Guebert, Michael	Middle Tennessee	TN
SCarolina, U of	Eboch, Mark M.	Toledo, U of	OH
Syracuse U	Mitchell, Maureen	Colgate U	NY
Syracuse U	Roberts, Susan	Kentucky, U of	KY
UC Berkeley	Cartier, Carolyn	Vassar C	NY
UC Berkeley	Muldavin, Joshua	UC Los Angeles	CA
UC Berkeley	Stine, Scott	Cal SU -Haywrd	CA
UC Santa Barbara	Woo, David	Cal SU -Haywrd	CA
Utah, U of	Massasati, Ahmad	New Orleans, U of	LA
Utah, U of	Wycoff, John	West Florida, U of	FL
Wisconsin, U of	Leigh, David Stuart	Georgia, U of	GA
Wisconsin, U of	Magilligan, Francis	Dartmouth C	NH
(BLG)Louvain, U of	Lambin, Eric	Boston U	MA
(CAN)British Columbia	Goldin, Alan	West Florida, U of	FL
(CAN)Toronto, U of	Chan, Kam Wing	Washington, U of	WA
(CAN)Victoria, U of	Duffus, David	Victoria, U of	CAN
(UK)Cambridge	Kearns, Gerard	Wiscnsn, Madison	WI

GERMAN LANGUAGES

Brown U	Harper, Diane	Middle Tennessee	TN
Harvard U	Goetschel, Willi	Columbia U	NY
Illinois, Urbana	Dysart, Davis	John B. Stetson	FL
Indiana U	Stegman, Vera	Lehigh U	PA
Iowa, U of	Hollender, Stephen J.	Baldwin-Wallace	OH
Johns Hopkins U	Derwin, Susan	UC SantaBarbara	CA
Minnesota, U of	Peterson, Brent	Duquesne U	PA
Ohio University	Corl, Kathryn A.	Ohio State	OH
Princeton U	Ayer, Katherine	S. California, U of	CA
Princeton U	Miller, Eric	Pomona College	CA
Princeton U	Sachs, Bonnie M.	George Washingtn	DC
Rutgers U	Büsges, Michael J.	Catholic U Amer	DC
Stanford U	Helfer, Martha	Utah, U of	UT
Stanford U	Mattson, Michele	Columbia U	NY
SUNY, Albany	Ebel, Christine	Vanderbilt U	TN
Texas, Austin	Cramer, Sabine	Vanderbilt U	TN
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CALLS FOR PAPERS

AMERICAN SOCIETY OF GEOLINGUISTICS CONFERENCE, end October 1992, CUNY Graduate Center, NYC; send 300-word abstract by June 1 to Jesse Levitt, 485 Brooklawn Ave., Fairfield, CT 06432. Papers desired on language use, distribution, contacts, conflicts, government policies, geography.

BOSTON UNIVERSITY CONFERENCE on Language Development, October 23–25. Featured speakers: George Miller, Jean Aitchison, Ken Hale. Abstracts due May 1, 1992. For submission information: BU Language Conference, 138 Mountfort St., Boston, MA 02215; (617) 353-3085; langconf@louis-xiv.bu.edu

PURDUE UNIVERSITY CONFERENCE on Romance Languages, Literatures & Film. October 15–17, 1992. Deadline: April 1, 1992. Contact Jeanette Beer, Charles Ganelin, or Anthony Tamburri, Foreign Languages, Purdue University, West Lafayette, IN 47907-1359.

23RD ANNUAL MEETING OF THE NORTH EASTERN LINGUISTICS SOCIETY, October 16–18, 1992. Abstracts due July 15, 1992. Info: NELS 23, Dept. of Linguistics, University of Ottawa, 78 Laurier Ave. East, Ottawa, Ontario, Canada, K1N 6N5. Phone: (613) 564-4207. E-mail: NELS23@acadvm1.uottawa.ca

PERSONALS

TO RESPOND TO A PERSONAL, WRITE:

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ABJECT BUTCH needs long-term affair with happily coupled femme (triangulation considered). Lifelong devotee of physical culture; objectify me. I know what you need: make me your fantasy. Box 110.

AESTHETICALLY PLEASING and responsive incurable romantic looking for seasoned, fully integrated male counterpart interested in exploring the possibilities.... Box 111.

ALBANY (NY) ACADEMIC: Single, successful male, 48, cosmopolitan, Ivy background, healthy jogger, nonsmoker, classical music, the Arts. Enjoys intimacy. Seeks unattached, upper class woman. Box 112.

ANALYTICAL YET adventurous academic, fortyish, seeks special female for friendship, uncommon relationship, marriage. Love books, bicycles, cats, integrity, music, adventure, health. Please write Box 113.

ATTRACTIVE YOUNG ATHLETIC male classicist in Philadelphia, interested in early Principate, seeks similar or older male for companionship. I like to receive warm oil massages. Box 115.

BACH-DRUNK, WORD-SOAKED professor/writer/runner, 5'8", 48, supposedly handsome DWM seeks Other: female, wise, funny, pretty; like I said, (un)other. Box 116.

BEAUTIFUL, PASSIONATE, empathetic, Philadelphia-based writer (former medievalist), loves literature, foreign films, cartoons, classical music, travel. Seeks uncommon East Coast male (40s) to share the path and grow together. Box 117.

BEAUTIFUL, SOPHISTICATED, tenured English professor, NYC, 38, dark blond hair, big blue eyes, announces search for male counterpart to serve as loving husband. Any applicants? Box 118.

BORED WITH DATING narcissistic dummies? Me too! If you're within a couple of hours of Albany, NY, get in touch. I'm SWM, academic but not stuffy—and equally well adapted to the outdoors and the fireside. Box 119.

BOSTON ACADEMIC, EARLY 50s, single, introverted, intuitive, judging, and thinking type (INTJ). Seeks an introverted, sensing, feeling, perceiving (ISFP), or other compatible, self-actualized, and nonsmoking woman without dependent children for a committed relationship. Box 120.

BRILLIANT, STORMY historienne. Tall, striking, Italianate woman seeks deeply decent, stable, wealthy, stylish leftist (Gramsci anyone?) for transcendent whatever. Eclectic education beyond your wildest windows. Box 121.

BUDDING LITERARY critic/poet (grad student) seeks young, contemporary, cutting-edge, like-minded feminist students for correspondence (start networking early!). Favorites include Winterson, Atwood. Also--film, architecture, Indigo Girls. Box 122.

CALIFORNIAN: TRANSPLANTED to Midwest. Left/feminist professor. DWF, 40, 5'8", attractive, warm, playful, smart, without pretension. Seeks single, secure, progressive man to share talk, critique, laughter, spicy food, film, travel, champagne, romance...domesticity... children? Box 123.

CAMBRIDGE JF, 37. SECULAR hedonist seeks warmhearted, alive male counterpart (30s–early 40s) for excellent conversation, possible lifetime companionship. Please write Box 124.

CAUSTIC, CRANKY FEMME knows what she wants, so should you. Wear what you want, but wear it well. I'm low maintenance, you be too. Box 125.

CHICAGO-BORN SOCIAL scientist seeks expanded circle of friends for return to city. Share writings, mutual support. Art Institute, Cubs games, Symphony, Wright Houses, Etcetera. Box 126.

CLASSY, CLASSICAL LADY, Jewish, 50, cultured, elegant, fairly conservative, fun-loving, soulful, still drinks, smokes, seeks unstuffy academic of similar ilk. Box 127.

COMPOSITION THEORIST in her tenure year seeks male partner to explore intellectually unrespectable interests outside academe, including past-life regression, shamanism, and energy-balancing. Seriously. Box 128.

CONSERVATIVE WHITE FEMALE sought,18-23, by SWM. Attractive, conservative, optimistic, realist, own my own business, tall. Looking for commitment relationship from gorgeous, intelligent, and ambitious SWF. Box 129.

CONTEST! Why do you find life oxymoronic? SJF academic, ex–New Yorker in withdrawal in South, will write to most interesting/entertaining correspondent, wherever located. Box 130.

CRITICAL VITALIST (FEMALE) hungers for exhilarating exchange with male thinker possessing vital sense of decorum, robust bearing, and keen interests (30s, liberal arts preferred). Indiana. Box 131.

ENGAGING, IMAGINATIVE NYC female academic—hopelessly bourgeois with a heart of gold; surprisingly sensual; talkative and optimistic. Seeks emotionally generous, outgoing and talkative, successful but unpretentious word–and movie-lover, 40–50. Box 132.

F BOSTON-AREA PROFESSOR, cultural/social historian, early 40s, 5'9", slender, attractive, good-natured, outgoing. Enjoy hiking, camping, animals, classical music, travel, cafes. Seek SM counterpart with liberal/Left politics and sense of humor for friendship/commitment. Box 133.

52-YR-OLD WASP MALE SEEKS professional lady for love, marriage, and life. Prefer well-educated professional! Photo and phone. Box 134.

FLORIDA PETITE BLOND beauty with brains. Artist, teacher, actress, model, seeks youthful, complex, thoughtful, devoted slim male beauty. Friendship or more? Photo and letter, please. Box 135.

HEDONISTIC SENIOR historian (Ky.), not yet superannuated or lobotomized by the ivory tower, invites correspondence (intellectual or otherwise) with trim and free spirited female. Box 136.

JDF ACADEMIC, EARLY FORTIES, Leftist, seeks a thoughtful man with great integrity and ability to see through minor troubles of everyday life. NYC to Philadelphia. Box 137.

KIND, INTELLIGENT, attractive SWF, 25 (at U. Illinois), seeks courteous, cheerful, unpretentious SM for friendship, marriage. Enjoys Bach and Beatles, literature and science, city and country. Box 138.

LITERARY SCHOLAR and adventurer seeks telephone relationship with smart, sensual, playful female. No in-person contact, no photos. Write for my number or send yours. Box 139.

LONG DIVORCED, MANHATTAN lover of European travel and literature, with literary accomplishments of my own. 6'2", vigorous (tennis, swimming). Seeking a life-seasoned woman of a fine irony. Box 140.

LOS ANGELES SWF, 44, 5'6", 120, professor. Loves: classical music, books, ideas, travel. Unpretentious, honest, fun, caring, monogamous. Seeking SWM friend/lover, 35-60. Westside. Box 141.

MALE MAVERICK, BOOK-LOVER and collector, 21, seeks sharp yet tough female who would like to play football/basketball while discussing philosophy/history/theology. Box 142.

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PERSONALS

MALE SUPPLEMENT for the woman who has everything, except that certain something that only a well stocked man can supply. I can be very discreet. Box 143.

MAN SEEKING ANGELS: Seeker/teacher of truth and wisdom (39, 6', 160), wants correspondence/meetings with women spiritual and sensuous. Baltimore–may move California/Hawaii. Box 144.

MATURE WIDOW ACADEMIC fiction writer, Second Generation New York School poet seeks unattached male who having discarded Derrida enjoys intimacy, pleasures of articulate sensibility. Box 145.

MINNESOTA ACADEMIC (female), seeking fellow spirit 40–60. You are compassionate, feminist, have integrity, and a sense of humor. Please write Box 146.

NUBILE NYC ARTIST/intellectual sought by SW(J)M, unaffiliated, poet/scholar, 49, residing in lower Manhattan, with a taste for humor, spiritual adventure, large sizes, and grand passion. Please write Box 147.

OREGON DM, Ph.D., 60, easy going, humorous, old-fashioned values, seeks smokeless, literate female companion age forty to sixty. Recent photo appreciated. Box 148.

PRETTY, PETITE ACADEMIC is looking to explore the possibilities with a man of humor, compassion, and intelligence who's, most of all, a really nice guy. Box 149.

RECENTLY UNEMPLOYED by choice and chance, English Instructor, in Charlotte, seeks possibilities of all kinds. Occasionally PC, mostly disillusioned, pretty frank but appreciates repression, ceramic arts, opera, provocative travel. Not young—so what. Box 150.

SAN FRANCISCO. EASY GOING, Dickensian publisher, MWM, invites you to a Northbeach nosh, chinwag. If you like the 19th C., we must lunch. Box 151.

SCHOLARLY VIRGINIA gentleman, youthful fifties, with passion for life, literature, culture, and travel, wishes to meet similar lively female companion for mutual benefit and pleasure. Box 152.

SF 26. I LOVE LIFE and the lingo, but believe a Thoreau scholar should know how to chop wood. I am fluent in "green-speak," Marxism, and colonial discourse, but prefer sharing "silence" on a stormy night. Box 153.

SLIM, SPARKLING, quick-witted art critic/journalist (Smith B.A., Berkeley Ph.D. dropout), marooned in sophomoric L.A., seeks tall, trim, gracious, analytical, humorous, sensual man in 30s/40s who won't ask if I've actually read all the books on my shelves. I'm a young 41, interested in the reading and writing of fiction, foreign films, talky theater, music, ethnic food, architecture, European travel ... oh, all sorts of things. Box 154.

STALWART, SUBTLE gentleman sought by tall, multifaceted, deceptively ethereal, midwestern, mid-50s intellectual who appreciates good bones and character. Box 155.

SURELY YOU'RE JOKING ... Isadora Duncan seeks Richard Feynman!?! No Nobel needed as I've got no Bugatti. San Francisco. Box 156.

SWF SCHOLAR living in the midwest but trying to construct a pomo personality seeks SWM 30-50 for outdoor sports, drinking, dancing and deconstruction. Box 157.

TALL, BLOND, BLUE-EYED SWM, twenties, interested in everything, involved in the world, seeking active SWF companion in North Central Illinois area. Will respond to your inquiry. Box 158.

TENURED IN IOWA, willowy, auburn-haired DWF, 45, seeks honorable man to appreciate an independent woman, more rationalist than romantic, whose enthusiasms include the usual academic and human pleasures, plus sailing (even in Iowa) and snorkeling (warm tropical waters only). Box 159.

TENURED SOCIAL SCIENTIST of subcontinental origin, thirtysomething, single-malt Scotch aficionado, bon vivant, squash player, Orwell fan seeks serious relationship with athletic, cerebral woman. Box 160.

35 Y.O. SWM, beach volleyball playing Washington, DC. Public interest lawyer with dimples and interests from the Aeneid to zinfandel ISO under-40 SWF for frivolity, fidelity and fascinating discourse. Box 161.

TRIP THE LIGHT FANTASTIC with pretty, dark-haired Ph.D student. SJF, 32, Manhattan dweller, loves music, dancing, nature, Left politics. Seeks warm, witty male collaborator. Box 162.

TWO RED-HAIRED ACADEMICS: One history, one comparative literature, both tall, smart and speak their minds –unlikely to become short, stupid or silent–seek men who can handle it. Northeast corridor only. Send Arts & Letters. Box 163.

WASHINGTON, DC AREA. Wanna be teacher's pet? Warm, witty, itty-bitty DWF professor 1SO amusing, bright, caring non-smoking cat tolerant DWM 50ish. Box 164.

WASHINGTON, DC Post-modern art historian, WM 35, attractive, irreverent, sympathetic, seeks svelte, stylish semiotic soulmate WF for mutual iteration and colloquy. Box 165.

WEST COAST SF, Young (immature?) 41, liberal Christian, polyglot Asianist, frequents bookstores, appreciates and sings classical, ethnic and pop; enjoys highbrow and funky urban activities. You:kindly, ethical, humorous, smokeless, verbal, musical gentleman and scholar with wicked glints in your eyes. All else negotiable.Box 166.

WHISKERED, SPECTACLED, alopecian photojournalist & post-patriarchal SWM, 43 seeks F for decoding the Cosmic Buzz & wholesome fun in the NYC Theme Park. Ich:desert camping, city biking, book larnin', flix, "This Old House" and much, much more. Du:spunky, health-savvy, off-beat, brainy, artsy, kind to critters, workmanlike attractive. No jailbait. Must have teeth. Box 167.

WOMAN, 30, EXUBERANT, independent, irreverent, untenured but unafraid seeks literate man who gets her jokes and makes his own for zoo dates, cheap dinners (Cincinnati). Box 168.

YOUNG ECLECTIC ACADEMIC man, now in midwest. I'm looking to work/play at relationship with a warm woman, 25-35, with green/Left politics, who delves into the spiritual sides of Judaism. Non-academic career great. Box 169.

YOUNG GWM, dapper anglophilic historian, stranded in upper midwest, seeks intelligent discourse and epistolary romance. I admire contemporary sense and traditional sensibility. No deconstructionists please. Box 170.

PUBLICATIONS

CALIFORNIA LINGUISTIC NOTES publishes essays, squibs, letters, and reviews on any linguistic topic; also past/future events sections, recent publications, jobs, and more. Recent contributors include Charles-James Bailey, Lyle Campbell, Peter Daniels, Sheila Embleton, Ives Goddard, Joseph Greenberg, Eric Hamp, Carleton Hodge, and Mats-Peter Sundström. We seek material for publication and new subscribers. Free sample: Alan Kaye, Editor, Linguistics, CSUF, Fullerton, CA 92634.

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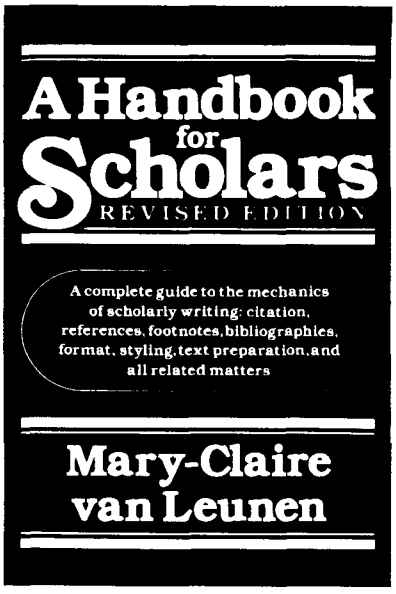
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